

University of Madras.

THE CALENDAR FOR 1903-1904.

University of Madras.

THE CALENDAR FOR 1903-1904.

VOL. III.

EXAMINATION PAPERS.



Madras:
HIGGINBOTHAM & CO.
PRINTERS AND PUBLISHERS TO THE UNIVERSITY.
1903.

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AND B.L. 1903.)

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MATRICULATION EXAMINATION, 1902.

MONDAY, 1ST DECEMBER, 10 A.M. TO 1 P.M.

ENGLISH: GRAMMAR.

I. 1. Give the feminine of *negro* and *stag*; the plural of *mango* and *coat-of-mail*; the past tense and the past participle of *tear*, *eat*, *split*, *fly*; an adjective (not a participial form) connected with *talk*, *green*, *dilate*, *fraud*. 2. Distinguish co-ordinative from sub-ordinative conjunctions, and give three classes of co-ordinative conjunctions with two examples of each.

II. 1. Parse the words in italics in the following passages:—

- (a) They are slaves who will not choose
 Hatred, scoffing, and abuse,
 Rather than in silence shrink,
 From the truth they *needs* must think.

- (b) The more you look, the surer you will be to *discover* it.

2. Change the italicised expressions of (a) into clauses, and the italicised expressions of (b) into phrases:—(a) i. Their skill increased *with their continued practice of the art*. ii. He never was in the neighbourhood of the town *without paying a visit to the old home*. iii. John, *with all his virtues*, was yet somewhat of a rogue. (b) i. They launched the boat *though their lives were greatly imperilled*. ii. The Australians played that day *even more skilfully than they were wont*. iii. The General overhearing the remark insisted *that the discontented soldier should take his place*.

III. 1. Write out the following sentences, inserting the correct prepositions in the blank spaces. (*Underline the words that you insert*):—I do not concur—you—the opinion you have expressed, but I abstain—interfering—a matter of such moment—you and me. You are bound—honour—bestow your best thought—this subject, and though you may be disappointed—the immediate result, you need not despair—ultimate success. 2. Reconstruct the following sentences as required, making all the necessary but only the necessary changes:—(a) Scarcely any village, built by an enterprising band of New Englanders, was more completely out of the pale of civilization than Kenmare. *Make 'Kenmare' the subject of the principal sentence.* (b) I am desirous of having an additional day's leave of absence. [Use the verb 'like.']. (c) You are already as well acquainted with those proceedings as I am. [Use 'known' for 'acquainted.']. *

IV. The following correspondence took place between Dr. Beattie and Mr. Boswell. Write the correspondence in indirect speech as if reported in the *first* person by Dr. Beattie. (Begin "Mr. Boswell wrote to me," etc. Mr. Boswell wrote from London to Dr. Beattie, as follows :—"The chief intention of my letter is to inform you that I now seriously believe Mr. Samuel Johnson will visit Scotland soon; but I wish that every power of attraction may be employed to secure our having so valuable an acquisition, and therefore I hope you will without delay write to me what I know you think, that I may read it to the mighty sage with proper emphasis, before I leave London, which I must do soon." To this Dr. Beattie made the following reply from Edinburgh :—"Your very kind and agreeable favour of the 20th of April overtook me here yesterday. I am to set out this day for London, and hope to have the honour of paying my respects to Mr. Johnson and you about a week or ten days hence. I shall then do what I can to enforce the topic you mention."

V. 1. Combine the following simple sentences into one complex sentence :—The birdcatcher knew well all the creatures of the forest. He was especially familiar with the habits of birds. He was accustomed to capture the winged creatures. He did so year after year. He captured them by the hundred. He did so by means of snares. The snares were spread on the ground. 2. Analyse the following sentence into clauses, writing out each clause in full; mention the kind, and give the construction, of each clause. How this comes to be so, I do not know, although I must confess that, if I had cared to inquire, I had ample opportunities for discovering why they acted so peculiarly.

VI. Amend the following sentences :—(a) Being greatly fatigued we hired a vehicle which turned out to be the worst we had ever before travelled in. (b) When I pass off my examination, I shall sell away all my books. (c) I have had fever since two days: I request therefore your favour of granting me leave of absence. By Monday I hope I shall be alright.

VII. 1. Expand the following sentence into a fully formed simile :—Courtesy is a flower of slow growth requiring care to bring it to perfection. 2. Write the following couplet in unfigurative language :—

Words are like leaves; and where they most abound
Much fruit of sense beneath is rarely found.

3. Point out and name the figures of speech in the following sentence :—We left Pitt in the zenith of prosperity and glory, the idol of England, the terror of France, and the admiration of the whole civilised world.

**MONDAY, 1ST DECEMBER, 2 TO 4 P.M.
ENGLISH : PARAPHRASE AND COMPOSITION.**

I. Paraphrase:—

Swift birds that skim o'er the stormy deep,
 Who steadily onward your journey keep,
 Who neither for rest nor for slumber stay,
 But press still forward, by night and day,
 As in your unwearying course ye fly,
 Beneath the clear and unclouded sky ;
 Oh may we without delay, like you,
 The path of duty and right pursue.
 Ye rise with the earliest beams of day,
 Your morning tribute of thanks to pay ;
 You remind us that we should likewise raise
 The voice of devotion and song of praise ;
 There's something about you that points on high,
 Ye beautiful tenants of earth and sky.

II. Write any fable or other story that you may know which illustrates the fidelity of the dog, or the sagacity of the elephant, or the ferocity of the tiger. (One page at least is expected).

III. Write an essay covering about three pages on—" Cleanliness."

**MONDAY, 1ST DECEMBER, 4-5 TO 5-5 P.M.
THIRD PAPER IN ENGLISH.**

PERSIAN.

Translate into English:—

روزی پادشاهی با وزیر برلے مسیر رفت - بکشت
 ذاری رسید درختان گندم دید از قد آدم دراز تر -
 پادشاه متعجب شد و گفت چنین دراز درختان گندم
 گاهی ندیدم - وزیر عرض کرد که ای خداوند در وطن
 من درختان گندم همچو قد فیل دراز می شواد - پادشاه
 ترسم کرد - چون از مسیر باز آمد خط بمدمان وطن
 خود برلے چند درختان گندم فرمتاد تاکه خط آنجا رسید
 فصل گندم گذشتہ بود - القص بعد یکسال درختان گندم

از الجا رسمیدند - وزیر پیش بادشاہ برد - بادشاہ پرمید
چرا آوردي ؟ عرض کرد که در مال گذشت روزی
عرض کرده بودم که درختان گندم همچو قد فیل بلند
می شوند - تبسم کردید - باخود گفتتم که مخن من دروغ
پنداشتید براي تصدیق مخن خود آوردم - بادشاہ گفت
حالا باور کردم لیکن ذهبار پیش کسے چنین مخن مگو
کم بعد مالی باور کند *

شبی قاضی در کتابی دید که هر که سر خرد میدارد
و ریش دراز احمق می شود - قاضی سر خرد داشت
و ریش بسیار دراز - باخود گفت که سر را بزرگ کردن
لی تو انم - لیکن ریش را کوتاه خواهم کرد - مقراض
لذاش کرد لیافت - نا چار لیم ریش را در دست گرفت
ولیم نزد چراغ برد - چون موی را آتش گرفت مشعل بر
دست او رمید - ریش را گذاشت هم ریش او موخته
شد - قاضی بسیار شرمدیده گردید به سبب اینکه هرچه
در کتاب بود پائبات رمید *

HINDUSTANI.

Translate into English :—

ایک دن ایک بوڑھا اور اس کی بڑھیا دو تین بچے
چھوٹے چھوٹے ماتھے لئی ہوی لکڑیاں توڑے کے
واسطے اس خارکے پام جہاں حالم پوشیدہ تھا ہمچو۔
اور لکڑیاں امل چنگل میں چنے لگے۔ بڑھیا بولی کہ اکر

ہمارے دن کچھ بہلے آئے - تو حاتم کو ہم کہیں دیکھہ پانے - اور اسکو پکڑ کر نوفل کے پاس لیجائے - تو وہ پالج مسو امنوفی دیتا - اور ہم آدم میں کھاتے - اس دکھہ دھندے سے چھوٹ جاتے - بوڑھے لے کہا کیا تُر تُر کرتی ہی جو ہمارے طالع میں یہی لکھا ہی کہ روز لکڑیاں توڑیں اور سرپر دھر کر بازار میں بیچیں - تب لوں روٹی میسر آؤ - یا ایک روز جنگل سے باگھہ لیجاو - لے اپنا کام کر - ہمارے ہاتھ حاتم کا ہی کو آویگا - اور بادشاہ اتنے روپی دلاویگا *

یہ دونوں کی باتیں حاتم نے سنیں - مردمی اور مروٹ میں بعید جانا کے اپنے تھیں چھپائے اور جان کو بھائے اور دونوں بیچاروں کو مطلب تک نہ پہنچائے - مسچ ہی اگر آدمی میں درم نہیں تو وہ انسان نہیں - اور جسکی جی میں درد نہیں وہ قصائی ہی *

غرض حاتم کی جوانمردی نے لم قبول کیا کہ اپنے کانون میں منکر چپکا ہو رہے - وونہیں باہر نکل آیا اور اس بوڑھے سے کہا - کہ ای عزیز حاتم میں ہی ہوں - میزے تھیں نوفل کے پاس لے چل - وہ مجھے دیکھیگا اور جو کچھ روپی مجھے دینے کا قرار کیا ہی تجھے دیگا - پیر مرد نے کہا مسچ ہی کہ اس صورت میں بھلائی اور بھبودی میری البتہ ہی - لیکن وہ کیا جائے تجھے میں کیا ملوك کرے - اگر مارڈاں تو میں کیا کروں *

MARATHI.

Translate into English :—

गोदातीरीं राक्षसभुवनापासून २० कोशांवर नांव स्थणून एक गांव आहे. तेथें सूर्योपिंत स्थणून एक कुट्टकरणी रहात असे. तो जातीचा नामदग्धयगोत्री ऋग्वेदी देशस्थ ब्राह्मण असून सूर्योपासक असे; त्याचा पुत्र रामदास. ह्याच्या आईच्ये नांव राणुबाई. ह्याच्ये पहिले नांव नारायण होते, परंतु पुढे तो रामाची भक्ति करूळ लागला, स्थणून त्याचे नांव रामदास असे पडले. त्याचा वडील भाऊ गंगाधर स्थणून होता; त्यास रामी-रामदास स्थणत. त्याचा जन्म शके १५२७ त झाला. त्याने भक्तिरहस्य नामे ग्रंथ केला आहे; शिवाय अध्यात्मपर पदे केलों आहेत. तो शके १५९९ त फाल्जुन वद्य १३ स निजधामास गेला. रामदास लहानपणापासून विरक्त होता. तो मारुतीचा अवतार असे स्थणतात. त्याच्या आईबापानीं त्याच्ये लग्न करण्याची सर्व तयारी केली होती; पण त्याच्या मनांत लग्न करून घेण्याचे नव्हते, स्थणून तो पट्टून गेला. तो काहीं इवस नाशिक क्षेत्रीं पंचवटींत राहून पुढे साताच्याजवळ चांफळ एथे जाऊन राहिला. तो बहुत करून तीर्थयात्रा करित फिरत असे. त्याच्या शिष्यमंडळींत शिवाजी राजा होता. शिवाजीने आपले सगळे राज्य रामदासास दिले; तेव्हां त्याने त्याचा स्वीकार करून ते पुनः शिवाजीच्या स्वाधीन केले, आणि

तो सूणाला कीं, माझ्या सामिलाची इतकीच खून असावी कीं, तुझ्या फोजेचा झेंडा भगवा असावा. तेव्हांपासून शिवाजी-ने आपल्या फोजेत मगव्या झेंड्याची चाल पाडली. शूद्र वौरे हलक्या जातीच्या हिंदूत जोहार म्हणण्याच्या ठीकाणी रामराम म्हणण्याची जी चाल पडली आहे तीहि शिवाजीनेच नवी पाढली. .

TAMIL.

Translate into English :—

ஒரு ஒட்டன் ஒரு குடியானவனது சோட்டத்தில் மிகக் குறைந்த தொகைக்கு ஒரு கிணறு வெட்டுவதாக ஒப்புக்கொண்டு, நான்கு நாள் கவ்டப்பட்டுப் பத்தடி ஆழம் வெட்டினான். மறுநாட்ட காலையில் அவன் வழக்கப்படி வேலைச்சு வந்தபொழுது அந்தக் கிணற்றின் பக்கம் இடிந்து விழுந்து மேற்புறத்திலிருந்து இரண்டடி ஆழம் வரையில் மண்முடியிருப்பதைக் கண்டு, தன் கவ்டம் வீணுமிற்றென்று விசாரப்பட்டு, கொஞ்சம் ஆலோ சித்துத் தன் மேல்வேஷ்டியைக் கிணற்றங்கரையில் வைத்து விட்டு, எவரும் காணுதபடி தன் வீட்டுக்குப் போய்ப் படுத்துக் கொண்டான். ஒரு மணி நேரத்திற்குப் பிறகு வீட்டார் கிணறு இடிந்து விழுந்திருப்பதையும் ஆளில்லாமல் மேல்வேஷ்டியம் இம் கிணற்றங்கரையிலிருப்பதையும் பார்த்து ஒட்டன் இறந்தானென்று நினைத்து, அந்தச் சங்கதியை எல்லாருக்கும் தெரி வித்தார்கள். அப்பொழுது அயலார் பதின்மார் வந்து கிணற்றி விறங்கி அதி விரைவில் அந்த மண்ணை வாரி எடுத்துவிட்டார்கள். ஆனால் அதிக ஆழங் தோண்டியும் ஒட்டன் காணப்படாமையால் எல்லாரும் ஆச்சரியப்படத் தொடங்கினார்கள். அதற்குள் ஒட்டன் கையில் கட்டப்பாறையுடன் கிணற்றண்டை வந்து, “அப்பன்மாரே, என்பொருட்டு நீங்கள் மிகவும் சிரமப் பட்டார்கள் உங்களுக்கெப்படி என் நன்றியறிதலைக் காட்டுவேன்? விடிய ஒருமணிநேரத்துக்கு முன் நான் இவ்விடம் வர்தேன். தலைகோய் கண்டதனால் நிற்கமாட்டாமல் சற்றுப் பொறுத்து வீரவழுமென்று வீட்டிற்குப்போனேன். அதற்குள்

నీంకబెలసలొగ్రామ ఎనక్కు ఇంతప్ బెరియ ఉపకారతథశచ భయి
తీరుకణు. ఎను అతిరష్టతథు ఎనుభెనున్న చొళువును? కాండ
ఎత్తు అలులూ? ఉంకణు ఉపకారతథు ఎనురైకుమ
నీనెత్తుకెకాణుటకుప్పోణు” ఎన్ను చొళువుకి కినుఱుకు
గును ఇరుకుతు తోణుట ఆరుమిత్తతాణు. అప్పెబాముతు ఇరుకు
తవరుకవిఱ లిలగుకుకు అవసు వారుతథుకణు రుజికుమాలు అవసు
మేరు కోపంకెకాణుట పోతిలుము, మర్హవసు కనిప్పుతను కిరిత
తాగుకణు. అన్నిఖండమూలు ఎవువుయాను ఆపతతథుయి
విలకుకిక కొంగొలాదెనుంతు ఇక్కాలు విలసుకుము.

TELUGU.

Translate into English :—

రామాపుర మను గ్రామము ఒక మైదానములో నున్నది.
చానికి సమిపమును దట్టాకములు అన్నేకములు గలవు. అయ్యారి
చుట్టును వ్యాపాలము లున్నవి. యుక్కాలమును వ్యాపించి చెఱువులు
నిండినపుడు గ్రామజనులు తమపొలములకు జలసమృద్ధి గలవారై మంచి
పంటలు పండించుకొని భోజనపదార్థములను బుష్టలముగా సేకరిం
చుకొందుచు. అయినను ఒకపర్యాయము రెండుసంవత్సరములు
రామాపురమున అనావృష్టి సంభవించెను. చెఱువులలో నీరు రెనం
దును బోలము లెండు బోచ్చెను. తర్వాత త్వము సంభవింపగా
జనులు వర్షమమును బ్రిసాదింపవలయు నని స్వేచ్ఛయనిఁ బ్రాథింపగా
దొడఁగిరి. ఇట్లు ప్రార్థింపగాఁ బ్రాథింపగాఁ గడపట నథుడవృష్టి
కువిసెను. రెండుదినములు ధారాపాతముగ వ్యాపి నచ్చటి తట్టాక
ములు వీటినివి. పెద్దచెఱువులో మూడుమాసములకు పలసినంత
సీరు వీలిచినందును బ్రజలు కులోపలు దమపంటలను బండించుకొన
వచ్చునని సంతసించిరి. అయ్యారిమంగలికిఁ దొమ్మిది సంవత్సర
ముల ప్రాయము గలవంగడు అను నొకకొముచడు గలడు.
జనకుడు తన బూపయొద్ది కొకసమాచారము చెప్పి పంపగాఁ
బోయి యుండి ఆబాలుడు రాత్రి లొమ్మెది గంటలకు మరల స్వీ
గ్రామమునకు వచ్చుచుండెను. ఆరాత్రి ఏక్కిలి చలిగాను,
సీకటి గాఢముగాను, ఉండెను. మార్గమధ్యమున వాడు తన

ಗ್ರಾಮಮನ ಕೊಕ್ಕೆಲು ದೂರಮುಲ್ಕೆ ನುನ್ನ ಯಾರೆಣುವುಗಟ್ಟುಮಿಂದ ನಡವವಲಸಿ ವಚ್ಚೆನು. ವಾಡು ಗಟ್ಟುಪೈನಿ ಸಗಮುದೂರಮು ವಹ್ಯ ನಪ್ಪಟಿಕೆ ಒಕ್ಕೋಟ ಸುಧಕಮು ಗಟ್ಟುಪೈ ಪಾರಲಿ ಪೋವುತ್ತುಂಡುಟರ್ಯೇಗಾಕ ದಾನಿಲ್ಕೆ ನೊಕ್ಕಿನ್ನ ರಂಥ್ರಮುಲ್ಕೆನುಂಡಿ ಪ್ರವರ್ಹಿಂಬುಸ್ತುಟ್ಟಿನು ಗನ್ನ ಬಡೆನು. ಅಂತರು ವಾಡು ತಟ್ಟಾಕಮುಲ್ಕೆನಿ ಜಲ ಮಂತಯು ವ್ಯಾರಮುಗಾ ಬಯಟಿಕೀ ಬೋಯಿಸವತ್ತಮನ ಗ್ರಾಮಸ್ತುಲಲ್ಕೆ ನಾನೆಕುಲು ಪಂಟ ರೈಕ ಶ್ರಮವಡುದು ರನಿ ಭಯಪಡಿ ತನಗ್ರಾಮಮನಕು ಪರ್ಯಾತ್ಮಿ ಗ್ರಾಮಸ್ತುಲಲ್ಕೆ ಚೆಱುವುಗಟ್ಟುನ ರಂಥ್ರಮುಪಡಿ ನೀರುಪೋವುತ್ತುನ್ನದನಿ ತೆಲಿಯು ಕ್ಷೇತ್ರನು.

KANARESE.

Translate into English :—

ಬಳಿ ಹೆಚ್ಚಿಹಿಡಿಯುವವನು ಬಂದು ಕಾಡಿನಲ್ಲಿ ಕೆಲವು ಅಕ್ಕಿಯ ಕಾಳುಗಳನ್ನು ಚೆನ್ನಿ ಅಪ್ಪುಗಳಮೇಲೆ ಕಣ್ಣಿಗೆ ಕಾಣಿಸದೆಂತೆ ಬಲೆಯನ್ನು ಬೀಸಿ ಹಿಂದೆಕ್ಕೆ ಹೇಗೆ ಬಂದುಮರದ ಹಿಂದುಗಡೆ ಅವಿತುಕೊಂಡಿದ್ದೆನು. ಸ್ವಲ್ಪ ಹೊತ್ತಿನೊಳಗಾಗಿ ಉಬ್ಬಿ ಪಾರಿವಾಳಗಳ ಅರಸನು ತನ್ನ ಪರಿವಾರದೊಡನೆ ಆ ಸ್ಥಳಕ್ಕೆ ಸಮಾಪದಲ್ಲಿ ಬಂವಿಳದನು. ಆ ರಾಜನು ಅಕ್ಕಿಯ ಕಾಳುಗಳನ್ನು ನೋಡಿ ತನ್ನ ಸುತ್ತಲೂ ಇದ್ದವರನ್ನು ಕುರಿತು ಹೀಗೆಂದು ಹೇಳಿದನು : “ ಈ ವಿಜನವಾದ ಕಾಡಿನಲ್ಲಿ ಅಕ್ಕಿಯ ಕಾಳುಗಳು ಹೇಗೆ ಬಂದವು ? ಯಾರೋ ಉಬ್ಬಿರು ಇಪ್ಪುಗಳನ್ನು ಇಲ್ಲಿಗೆ ತಂದಿರಬೇಕು. ಚೆನ್ನಾಗಿ ವಿಚಾರಮಾಡುವವರೆಗೂ ಅಪ್ಪುಗಳನ್ನು ತಿನ್ನಬೇಡಿ.” ಅದರೆ, ಪಾರಿವಾಳಗಳು ಹಿತೋಕ್ಕಿಗೆ ಕಿವಿಕೊಡದೆ ಅಪ್ಪುಗಳನ್ನು ತಿನ್ನಬೇಕೆಂದು ಕೆಳಗಿಳಿದು ಬಲೆಯಲ್ಲಿ ಸಿಕ್ಕು ಬಿಂದುತ್ತು. ಬಳಿಕ ಅರಸನೂ ತಾನಾಗಿಯೇ ಬಂದು ಅಪ್ಪುಗಳೊಡನೆ ಸೇರಿ ಕೊಂಡನು. ಬಳಿಕ ಸೆಂಪಿನ್ನಿದ್ದ ಪಕ್ಕಿಗಳನ್ನು ಕುರಿತು ರಾಜನು ಇಂತೆಂದನು : “ ಇದು ಕತ್ತುವಿನ ಕೆಲಸವೆಂದು ನಾನಿಗೆ ತೋರಿತು. ನಾನು ಹೇಳಿದ್ದಾಗಿ ನೀವು ಕಾದಿರಿದರೆ ಹೋದಿರಿ ; ಈಗ ಏನಾಯಿತು ನೇರೆಡಿ. ನಾನು ಉದ್ದೇಶಿಸಿರುವದನ್ನು ಲಾಲಿಸಿ. ಸಣ್ಣ ಸಣ್ಣ ವಸ್ತುಗಳುಕೊಡು ದೊಡ್ಡ ದೊಡ್ಡ ಕೆಲಸಗಳನ್ನು ನಿರ್ವಹಿಸಬಲ್ಲವೆಂಬಿದು ನಾನಿಗೆಲ್ಲಾ ತಿಳಿದೆ ಇದೆ : ದಾರಗಳನ್ನು ಹೊ

ಸೆಮೆ ದಪ್ಪಜ್ಞಗ್ಗ ಮುಡಿ ಅಪ್ಪಂಗಳಿಂದ ದೊಡ್ಡ ದೊಡ್ಡ ಪ್ರಗಂಗಳನ್ನು ಕೂಡ ಕಚ್ಚೀ ಬಿಡಬಿಡುದು. ಈಗ ನೀವೇಲ್ಲರೂ ಬಂದೇ ಸಲ ಬಲೆಯನ್ನು ಎತ್ತಿಕೊಂಡು ಇನ್ನೊಂದು ಸ್ಥಳಕ್ಕೆ ಹಾರಿಸಿದಿ.” ಆ ಕಾಲಕ್ಕೆ ಸರಿಯಾಗಿ ಪಾರಿವಾಳಗಳನ್ನು ಒಳಗೊಂಡು ವರ್ಷಕ್ಕೂ ಬಿರುತ್ತಿದ್ದ ಇಕ್ಕಿಒಂದು ವರ್ಷ ವನು ಪಡ್ಡಿಗಳು ತನ್ನ ಬಲೆಯನ್ನು ಅಂತರ್ಕ್ಷೇದಲ್ಲಿ ಹೊತ್ತು ಕೊಂಡು ಹೇಳಿಗೆವದನ್ನು ಕೆಂಡು ಬೇರಾಗಿ ಹೇಳಿದನು. ಪಾರಿವಾಳಗಳು ಇನ್ನು ಬಲೆಯಲ್ಲಿ ಸಿಕ್ಕಿಕೊಂಡಿದ್ದವು. ಅಗರಾಜನು ಅನ್ನವರನ್ನು ಕೆರಿತು. “ನನ್ನ ಸ್ವೇಹಿತರಲ್ಲಿ ಬಬ್ಬಿಸಾದ ಇಂಗಳರಸನಿರುವ ಕಾಡಿನ ಬಳಿಗೆ ಹಾರಿಬಿನ್ನಿ. ಅಲ್ಲಿಗೆ ಹೇಳಿದರೆ ಇಂಗಳರಸನು ತನ್ನ ಜಲ್ಲಾಗಳಿಂದ ಬಲೆಯನ್ನು ತಂಂಡು ತಂಡಾಗಿ ಕತ್ತಲಿಸಿಬಿಡಬಿಲ್ಲನು” - ಎಂದು ಹೇಳಿದನು. ಅದನ್ನು ಕೇಳಬೇಕೂಡಲೀ ಪಾರಿವಾಳಗಳೆಲ್ಲಾ ಇಂಗಳರಸನು ವಾಸವಾಡುವ ಬೀಲ ದವರುಂದೆ ಬಂದಿಳಿದವು. ಇವಿ ಪಾರಿವಾಳಗಳ ರಾಜನಗ್ನೇ ವೇಳಿದಲುಬ್ಬಿಡಿಸ ಲಾರಂಭಿಸಿದನು; ಬಳಕ ಅವನ ಪ್ರಿಫೆಸನೆಯವೇಲೆ ಅವನಪರಿಜನರ ಬಂಧನವನ್ನು ಬಿಡಿಸುವದಕ್ಕಾಗಿ ಅವನನ್ನು ಬೀಳ್ಮಿಹೊಂದಿನು; ಕೊನೆಗೆ ತನ್ನ ಜರತನಾದ ಜಲ್ಲಾಗಳಿಂದ ರಾಜನನ್ನು ಬಿಗಿಬಿದ್ದ ಇಗ್ಗಂಗಳನ್ನು ಕತ್ತಲಿಸಿದನು. ಅಗ ಪಾರಿವಾಳಗಳ ರಾಜನು ಅತ್ಯಂತಸಂತೋಷದಿಂದ - “ನಾವು ನಿಸರ್ಗೇ ಎಷ್ಟು ಬಿಂದ್ರಿಕಾಪ್ರಯಿದ್ದೇವ! ಯಾವಜ್ಞೀಪಷ್ಟ ನೊವ್ರೆ ನಿನ್ನ ಗುಳಾಮೆದು ತಿಳಿ. ಅಪತ್ತಿಗೆ ಅನವನೇ ನಂಬಿ” ಎಂದು ಹೇಳಿತು.

MALAYALAM.

Translate into English :—

അബാവിരാജ്യത്വിൽ അരുളി ഏന സുഖത്താണ് അനുഭേദങ്ങളും വിശ്വാസങ്ങളും നാശങ്ങൾക്കും പ്രകടിക്കി ചിന്തിച്ചും കൊണ്ടു തന്റെ രാജ്യമെല്ലാം നാശവും ശ്രദ്ധാവാക്കിത്തനിന്ത്തു. അവന്റെ മന്ത്രി തനിക്കു ഒരു പക്ഷിയും പഠിപ്പിച്ച പ്രകാശവും അനുകൂലകാണ്ഡം ആകു പക്ഷിയും സംശാഖിച്ചും അതിന്റെ അതിർഥം അറിയാണെന്നും നന്ദിച്ചു. തന്റെ അരുളും രാജ്യവിഭാഗാട്ട ശ്രദ്ധ നാശാട്ടാന

പോലീ മട്ടിവരുമ്പാർക്ക് വച്ചിയിൽ കയ ഉത്തിനേൻ്ത് റണ്ട് മുദ്ദങ്ങൾ കൂടാം ശ്രദ്ധാഭ്യർഥി സംസാരിക്കുന്നതു കേട്ട് രാജാവു മന്ത്രിയെ നോക്കി 080 മുദ്ദങ്കൾ എന്നതാണ് പറയുന്നതെന്നറിയാൻ ഏറ്റവിക്കിപ്പി മുണ്ട്. അതുകൊണ്ടു അവതരം സംഘാക്കണം കേട്ട് അതിനേൻ്ത് വിവരം എന്ന അവിയിൽ എന്ന കല്പിച്ചുപ്പും മന്ത്രി ഉത്തിനേൻ്ത് സചിപ്പാനുംപാലും നിന്നും ബഹുജാഗതയായി കൈകുന്ന പോലീ ഭാവിച്ചു മട്ടിവന്നപ്പും എന്നാണ് ഒരു ഏന്ന സുഖത്താണ് ചേരുക ലിച്ചു. തനിക്കു അതു പാവാൻ ബാധയ്ക്കില്ലെന്നു മന്ത്രി ഉണ്ടാം ചു. സുക്കത്താണ് 080 ഉണ്ടാം കൊണ്ടു തുട്ടിന്നടക്കതു അതു മുദ്ദങ്കൾ ഉറഞ്ഞു കേട്ടു കുറിക്കും ചു. വെന്നു നിവാസിച്ചുപ്പും എന്നാണ് കേരുക കുറിപ്പിനും എന്നു മന്ത്രി ഉണ്ടാം ചു. പിതു: - 080 ആരും കുറഞ്ഞാണ് കുറഞ്ഞാം മിററതിനു കയ വെണ്പക്കണ്ണം ഉണ്ട്. അവരിതവരം തന്മുട്ടിരുതു കുറഞ്ഞുകുളി തമിൽ വിവാഹം ചെയ്തിട്ടും പ്രശ്നാവാനും ആരും ലഭ്യമാകുന്നു. അവയിൽ ആരുണിനേൻ്ത് താഴും പെട്ടെന്നു അച്ചുനോക്കു നിന്നെന്നു ഉത്തിനേൻ്ത് ഉമ്മുക്കു കുറഞ്ഞാം വിവാഹത്തിനു ഞാൻ നാമതിക്കു ഒന്നു പാണ്ടു. ഒരുവാൺഡിനേൻ്ത് കടക്കുമും കൊണ്ടു നാഞ്ഞു സുഖം തന്മാനാവി സുവഭാവി രാജ്യം വാണാകൊണ്ടിരിക്കുന്നവരെയും പാശ്ചാത്യാഭ്യാസങ്ങൾ എന്നുകൂട്ടിയിരിക്കുന്നു. അവന്തു ഗ്രാമങ്ങളിലെയോ ചോദിച്ചാൽ ? ഞാൻ 500 ഗ്രാമങ്ങളാക്കി തന്മാനാം എന്ന പെട്ടിവാനും അച്ചുനു ഉത്തരം ദാഖി പാണ്ടപ്രകാരം മന്ത്രി ബോധിപ്പിച്ചു. 080 കമ സുഖത്താണ് നേന്താ പ്രദാനത്തിനു വല്ലതെ തട്ടി. താൻ പാശ്ചാക്കിയ ഗ്രാമങ്ങളിലും പീണ്ടും പണിയിച്ചു അതിനേൻ്ത് ഒക്കും എല്ലാംല്ലാം പ്രാജകളുടെ ചേഷം ആരും ലഭ്യമിച്ചു പോരികയും ചെയ്യു.

URIYA.

Translate into English :—

ബാധു ന ആലേ ഭാഷാകാലിന ആകാശര അരുണിമാ, പ്രഭാതര കാഴ്ക കാന്തി, മംഘാളര സുപ്രഭാത തേജ എക പാധുകാലിന ജാമുപെട്ടകര ആന്തിബന്നാധു രഭമണിയുടാ, കിഴക്കു് നമ്മുനഗോതര

ହୁଅନ୍ତା ନାହିଁ । ବାସୁ ନ ସଲେ ରହୁ କୋଦଣ୍ଡର ମନୋ-
ହାରଣୀ ଶୋଘ, ଚଞ୍ଚଳ ବାରଦମାଳର ସ୍ଥିଗୁରୁବ ଏବ କନକପ୍ରଭ
ସୌଦାମିନୀର ବିଠିତ୍ର ହୀତା ଲକ୍ଷ୍ମୀତ ହୁଅନ୍ତା ନାହିଁ । ବାସୁକ
ସଲେ ଅମୃମାନକର ଏହି ଆବାସଭୂମି ବନ୍ଧୁନିର୍ବାର ଦେହ ଅଂଶୁ-
ମାଳିର ପ୍ରତିଶ୍ରୁତି ତେଜରେ ଦଶ ହୋଇ ଯାଅନ୍ତା । ବାସୁରାଶି ନ
ସଲେ ସାୟଂକାଳୀନ ସୂର୍ଯ୍ୟ କ୍ଷଣକ ମଧ୍ୟରେ ଅପ୍ରମିତ ହୋଇ ସମୟ
ଅବମାନ୍ତ୍ରିକରୁ ଯୋରତମ ଅନିକାର ସମୁଦ୍ରରେ ନିମନ୍ତ କରନ୍ତା ।
କିନ୍ତୁ ବାସୁରାଶି ସ୍ଵଦେହରେ କିମ୍ବର୍ତ୍ତମାଣ ସୌରରଣ୍ଯୁ ସଞ୍ଚପ୍ତ କରି
ରଖି ତାହାକୁ ହିମେ , ପରତ୍ୟାଗ କରେ; ସୁତ୍ରବଂ ସାନ୍ତ୍ୟ ଅନି-
.କାର ହିମଣିଃ ଧରଣୀ ମୁଖକୁ ଅଛାଦିତ କରେ ଏବ ଏହି ପ୍ରକାରେ
ଅବମାନେ ବିଶ୍ଵାମାର୍ଥ ଅଶ୍ରୟ ଲୋତୁବାକୁ ସମୟ ଏବ ସୁନ୍ଦିଧା ଲାଭ
କରନ୍ତି । ବାସୁ ନସଲେ, ନିଶାବସାନ ନୋହୁଣୁ ପ୍ରତିଶ୍ରୁତ ମାର୍ତ୍ତିଣ୍ୟ
ଦଶଳୟୋପର ଉଦିତ ହୋଇ ପ୍ରତିଶ୍ରୁତ କରଣ ସଂପାଦିତାବାବ ଜାବ-
କୁଳକୁ ଦଶ କରନ୍ତା ; କିନ୍ତୁ ବାସୁମଞ୍ଜଳ ପ୍ରଥମତଃ ସୂର୍ଯ୍ୟର ଏକମାତ୍ର
ରଣ୍ଯୁ ଲେଖା ଗ୍ରହଣ କରି ଜଗତକୁ ଉଷାର ଅଗମନ ବାର୍ଷା
ପ୍ରଦାନ କରେ, ତଦନନ୍ତର ଏକ , ଅସ୍ଵକ କରଣ ଗ୍ରହଣ କରି
ଶବ୍ଦରୀର ଅନିକାରକୁ ବିଦୁରିତ କରେ ଏବ ମୃଦୁ ମନ୍ଦରବରେ
ନିଦ୍ରା ଧରଣୀର ମୁଖୋପର ସୌରଜ୍ୟୋତିଶ୍ଚିରୁ ପାରିତ କରି ତାହାକୁ
ଛାପର ଏବ ନିବାନ କରେ ।

ENGLISH COMPOSITION.

Write an essay on "The Pleasures of Travelling."

TUESDAY, 2ND DECEMBER, 10 A.M. TO 1 P.M.
SANSKRIT : TEXT-BOOKS AND GRAMMAR.

I. Give an account of the life of Saubhari. What lesson do you draw from it?

II. Explain the following with reference to the context:—

1. बलसत्याननावलोकनाकृष्णोऽप्यात्मानं गोचक्रान्तराव-स्थितमिव मेने ॥
2. अङ्गुरेऽप्यविसंवादि सहकारस्य सौरभम् ॥
3. ईप्सितालोकनप्रीत्या स्वभावी हि विभाव्यते ॥
4. आत्मनो बन्धुरात्मैव गतिरात्मैव चात्मनः ॥

III. 1. What are the virtues of रथमन्तकमणि? What sort of a person is qualified to wear it? 2. Is there any reference in the Vishṇupurāṇa to the practice of Suttee (अनुमरण) ?

IV. Explain the following passages:— 1. सवनगतान् क्षत्रिय-वैश्यान् निन्नन् ब्रह्महा भवतीत्येवंप्रकारं दीक्षाकवचं प्रविष्ट एव-क्रूरस्तथो ॥

2. पुरा शुद्धोदनः श्रीमान् राजा शाक्यपुरोऽभवत् ।
खलासत्का स्वभावेन लक्ष्मीर्णिंगणार्पिता ।
आश्वर्यकारिणा येन कृता सत्प्रकापातिनी ॥
3. वयःपर्यात्मातोऽपि पर्यातिं नाश्रयत्ययम् ।
इतीव पलितव्याजाज्ञरा वृद्धं हसत्यसो ॥
4. नापुञ्चः पादपः कथिनाफली नापि कण्टकी ।
षड्यद्वैर्विष्यनाकीर्णे न कथित् काननेऽभवत् ॥

5. नैमां बालां वने हिंस्युः क्रव्यादा मांसगृद्धिनः ।

इति कृत्वा स्म रक्षण्ति शकुन्ता मेनकात्मजाम् ॥

V. Re-write the following in prose order substituting synonyms for the words underlined :—

प्राज्ञस्तु जल्पतां पुंसां श्रव्या वाचः शुभाशुभाः ।

गुणवद्वाक्यमादत्ते हंसः क्षीरमिवाभ्यसि ॥

VI. 1. Give the meaning of the following : (a) क्रीडनक, (b) धात्री, (c) बडवा, (d) मारिका, (e) तितिक्षा, (f) अ-मिशस्ति, (g) वैखानस, (h) कुणप, (i) शिविका, (j) दोषज, (k) पक्षण, (l) अप्रमहिषी. 2. Give the literal meaning of — (a) पदातिः, (b) स्वस्त्रीयः and (c) निमित्तज्ञः. 3. Distinguish between —(a) कुशल and अनामय. and (b) हृष्य and चैत्य. 4. How are the following names accounted for :— (a) सर्वदमनः and (b) शाक्यमुनिः. 5. (a) वाहिनी चतुरद्गुणी. What are the four angas of an army ?

(b) अष्ट्रावेत्र समासिन विवाहाः धर्मतः स्मृताः ।

Name any four of the eight forms of marriage.

VII. 1. Explain the allusions in— (a) जनुगृहदग्धानां पाण्डु-तनयानां त्रिदितपरमार्थेऽपि भगवति ॥

(b) क्षत्रजातश्च यः पूर्वमभव्याहृणो बलात् ॥

2. Quote (a) the verse which describes the ideal wife, (b) any one of the verses in which सत्यम् is extolled. ॥

VIII. 1. Explain and give one instance of each of the following:—

- (a) गुणसन्धि and (b) वृद्धिसन्धि ; 2. Re-write the following with sandhi:— (a) प्र + एजते (b) सः + एषः + दाशरथिः + रामः (c) वाक् + हरिः (d) तत् + क्षेकेन.

IX. 1. Write the vigrahavākyas of (a) अनीतकालारम्भः (पूर्वः), (b) कर्गाकर्णिकया, (c) क्षुत्पिपासाश्रमातुरान्, (d) सदारः. 2. Name all the compounds in (c) in the above. 3. सप्ताष्टुदिनानि (Seven or eight days). Form a similar compound signifying 'five or six days.'

X. 1. Point out the grammatical peculiarity in the following:— (a) निर्वृत्युकामः, (b) युवराजः. 2. Give one instance of each of the following:—(a) Double accusative, (b) Genitive absolute.

XI. How is the meaning of the roots शिष्, नी, वृत् and स्था modified by prefixing to them, respectively, the Upasargas वि, आ, नि and प्र?

XII. Give: 1. the nominative forms of ददत् and महत् (both masculine); 2. the instrumental forms of मघवन् and अनडुह्; 3. the vocative forms of श्री and अम्बा; 4. the locative forms of पूर्वं and अस्मत्; 5. the third person plural, present tense (लट्) of जागृ; 6. the third person (all the three forms), aorist (लुड्) of जन् (to be born); 7. the third person plural, perfect tense (लिड्) of त्यज्; 8. the second person (all the three forms), imperative mood (लोट्) of इश्.

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.
SANSKRIT : TRANSLATION.

I. Translate into English :—

1. (a) सर्वस्य धातारमचिन्त्यरूप-

मणोरणीयांसमतिप्रमाणम् ।

सितासितं चेश्वरमीश्वराणा-

माराधिष्ये तपसैव विष्णुम् ॥

इत्यात्मानमात्मनैवाभिधायासौ सौभरिपहाय पुत्रगृहासन-
परिप्रहादिकमशेषमर्थजातं सकलभार्यासमन्वितो वनं प्रविवेश ।
तत्राप्यनुदिनं वैवानसनिष्याद्यमशेषक्रियाकलापं निष्ठाद्य क्षपित-
सकल्पापः परिपक्वमनोवृत्तिरात्मन्यन्त्रीन् समारोप्य भिक्षुरभवत् ॥

- (b) तत्र हर्म्यगतापश्यत्तं कन्याभिजनोज्जवला ।

मृगजा नाम मृगजामीदिनी मृगलोचना ॥

- (c) निर्वाणशब्दं श्रुत्वैव राजपुत्रः समीहितम् ।

तां ददर्शेन्मुखः पद्मवनानीव दिशन् दृशा ॥

- (d) जागर्ति संसारगृहे मनोषी ।

मोहान्धकारे स्वपिति प्रमत्तः ।

प्रजागरी जीवित एव लोके

मृतस्य सुत्स्य च को विशेषः ॥

- (e) राजन् सर्षपमात्राणि परच्छिद्राणि पश्यसि ।

आत्मनो हस्तिमात्राणि पश्यन्तपि न पश्यसि ॥

- (८) यस्य ते हृदयं वेद सत्यरयैवानृतरय वा ।
कल्याणविक्षणं तस्मात्कर्तुमहसि धर्मतः ॥
- (९) अनृतश्चेत्प्रसङ्गते श्रद्धासि न चेत्ययम् ।
आत्मना हन्त गच्छामि लाद्वशो नास्ति सङ्गतम् ॥
- (१०) एकोऽहमस्मीति च मन्यसे लं
न हृच्छयं वेत्सि मुनिं पुराणम् ।
यो वेदिता कर्मणः पापकरय
तस्यान्तिके लं वृजिनं करोषि ॥
2. (१) किं तस्य दानैः किं तीर्थैः किं तपोभिः किमध्वरैः ।
हृदिरथो यथ भगवान्मङ्गलायतनं हरिः ॥
- (२) योवरं धनसंपत्तिः प्रमुखमविक्रिना ।
एकैकमप्यनर्थीय किमु यत्र चतुष्टयम् ॥
- (३) विद्या ददाति त्रिनयं विनयाद्याति पात्रताम् ।
पात्रबाद्धनमाप्नोति धनाद्भर्तु तत्सनुखम् ॥
- (४) मित्रदोही वृतम्बश्य यक्ष विश्वासघातकः ।
तयस्ते नरकं यान्ति यावच्चन्द्रदिवाकरम् ॥
- (५) अयं बन्धुः परो वेति गणना लघुचेतसाम् ।
पुंसामुदारचित्तानां वसुधैव कुन्तुम्बकम् ॥
- (६) काले प्रातं महारत्नं यो न गृह्णात्यबुद्धिमान् ।
अन्यहस्तगतं दृद्धा पथात्स परिनप्यने ॥

(v) यथा परोपकारेषु नित्यं जागर्ति सज्जनः ।

तथा परापकारेषु जागर्ति सततं खलः ॥

(vi) रक्तचं कमङ्गानां सत्यरूषाणां परोपकारित्वम् ।

अप्सतां च निर्दयलं स्वभावसिङ्गं त्रिषु त्रितयम् ॥

II. Translate into Sanskrit :

1. Hariśchandra, King of Benares, had no children for many years of his married life. He prayed to God Varuṇa for a son, saying "Give me a son, and I shall sacrifice him to you." His prayer was granted, and a son was born to him whom he named Rohita. The father delayed the performance of his vow, and going in search of a substitute (प्रतिनिधिः), met a poor man named Ajigarta. Ajigarta had three sons. He did not like to sell the eldest son. His wife did not like to part with the youngest. The middle son Śunahīṣpa was sold for 100 cows, and was bound to the Yūpa post as a sacrifice. Then the boy prayed to Brahma, Agni, and Sūrya to free him from the bonds. These gods were unable to free him. He then prayed to Varuna who manifested himself to his worshipper, and released him. 2. Virtue is the only highest good ; forgiveness alone can give perfect peace : true knowledge alone can give lasting satisfaction : and doing good to others alone can give true happiness.

TUESDAY, 2ND DECEMBER, 10 A.M. TO 1 P.M.

LATIN : TEXT-BOOKS AND GRAMMAR.

I. 1. Decline *ardes* (house), *vicem*, *alter*, *robur*. 2. (a) Give the genitive singular and gender of *Thrax*, *gynaeconitis*, *lapis*, *lis*, *sacerdos*; (b) the genitive plural of *jugerum*, *dives*, *vectigal*, *plus*, *felix*; (c) the locative of *Chersonesus*; (d) the accusative of *Pausanias*, *Poecile*, *Delphi*, *dos*, *Myus*.

II. 1. Compare : *saepe*, *fortiter*, *diu*, *potis*, *secus*. What forms are used as the comparative and superlative of *parum*? 2. (a) *saltasse*, (b) *collabefactus*, (c) *spondet*, (d) *devictus*, (e) *devinctus*, (f) *infoderunt*. With regard to the above verbal forms; i. state what part of the verb each is; ii. give in the active the principal parts of each verb; iii. give the present subjunctive 2nd pers. sing. of (a), (b), and (c), and the future indicative first pers. sing. of (d), (e) and (f).

III. 1. Derive adverbs from : *dignus*, *tutus*, *meritus*, *constans*, *comis*. 2. Derive adjectives from : *pecunia*, *Syracusae*, *Plataeae*, *gloria*, *Corcyra*.

IV. Translate into Latin :—(a) He was ostracised ; (b) He was on the point of gaining the town ; (c) He was appointed consul in his thirtieth year ; (d) He was tried on a capital charge ; (e) He was accustomed to help the poor with his money ; (f) Damages were assessed at 50 talents ; (g) No one was too poor to gain access to him.

V. 1. Translate. 2. Parse the italicised words :—(a) Quaerit *causae* quid sit tam repentini consilii. (b) In tanta paupertate decessit, ut *qui* efferretur vix reliquerit. (c) Confidere cives potuerunt sui *talem* eum futurum, qualem *cognitum* judicarunt. (d) Undique qui Atheniensium rebus studuisserent *ejctis*, decem delegerat in unaquaque civitate, quibus summum imperium committeret. (e) Pontem fecit in Histro flumine, *qua* copias traduceret. (f) Orchomeniis missus *subsilio* occisus est.

VI. 1. Give the meaning of the following as they occur in your text :—(a) *immodestia*, *hospitium*, *tumultus*, *tyrannus*, *generosus*, *metallum*, *testudo*, *obsonium*, *tropaeum*, *antistes*; (b) *larginio magistratum*, *impotens dominatio*, *repulsam ferre*, *quo valet*. 2. What is the difference in meaning between *nubere* and *in matrimonium ducere*?

VII. Illustrate by examples the constructions of *pudet*, *opus* with *sum*, and *convenit*; and complete the following :—venire non potuit, quippe quem. . . .

VIII. 1. Translate. 2. Recast as directed :—(a) Morem ei gesserunt. [Use the passive.] (b) Quantum pecuniao quaque civitas daret, Aristides delectus est *qui constitueret*. [For the italicised phrase use the gerund.] (c) Petuit a Pharnabazo ut ad ephoros sibi testimonium daret, quanta sanctitate bellum gessisset sociosque tractasset, deque ea re accurate scriberet: magnam enim ejus auctoritatem in ea re futuram. [Turn the indirect into direct narration commencing with *da testimonium*.]

IX. Translate and explain the following :—(a) Hoc longe alio spectabat atque videri volebant. (b) Hanc urbem ei rex donarat, his equidem verbis, quae ei panem praeberet. (c) Lacedaemonii legatos cum clava ad eum miserunt.

X. 1. Write short notes on *Ostracism* and *Ephors*. 2. Name, with dates and results, the chief battles of the Persian wars.

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.

LATIN: TRANSLATION.

I. Translate into English :—1. Hos postquam Athenas pervenisse ratus est, ad magistratum senatumque Lacedaemoniorum adiit, et apud eos liberrime professus est, Athenenses suo consilio, quod communis jure gentium facero possent, deos publicos, suosque patres ac penates, quo facilius ab hoste possent defendere, muris sepsisse; neque eo, quod inutile esset Graeciae fecisse. Nam illorum urbem ut propugnaculum opositum esse barbaris, apud quam jam bis classes regias fecisse naufragium. Lacedaemonios autem male et *injuste* facere, qui id potius intuerentur quod ipso-

rum dominationi, quam quod universae Graeciae utile esset. 2. Fuit Cimon tanta liberalitate, quum compluribus locis praedia hortosque haberet, ut nunquam in eis custodem imposuerit fructus servandi gratia, ne quis impediretur quominus ejus rebus, quibus quisque vellet, frueretur. Semper eum pedisequi cum nummis sunt secuti, ut, si quis opis ejus indigeret, haberet quod statim daret, ne differendo videretur negare. Saepo quum aliquem, offensum fortuna, videret minus bene vestitum, suum amiculum dedit. Quotidie sic coena ei coquebatur, ut quos invocatos vidisset in foro, omnes devocaret. 3. Omnes et habentur et dicuntur tyranni, qui potestate sunt perpetua in ea civitate quae libertate usa est. Sed in Miltiade erat quum summa humanitas, tum mira communitas, ut nemo tam humilis esset, cui non ad eum aditus pateret; magna auctoritas apud omnes civitates, nobile nomen, laus rei militaris maxima. Haec populus respiciens, maluit eum innoxium plecti, quam se diutius esse in timore.

(Not from Text-Books.)

II. Translate into English:—1. Arion, cantor et poeta nobilis, Methymnae, in Lesbo insula, natus est. Is, patria relicta, venit in eam Italiae partem cui nomen Magna Graecia, diuque Tarenti habitavit, ubi arte sua ingentem pecuniae vim cumulavit. Postea, quum navem concendisset in patriam redditurus, nautae de eo interficiendo deliberarunt, ut illius opibus potirentur. Arion non-nihil spatii ut sibi concederetur postulavit, quo, instar cyeni (*swan*) morituri, suas ipse exsequias (*funeral*) caneret. Quod quum impetrasset, stans in puppi, carmen cecinit; eoque peracto, se in mare praecipitem dedit. Statim delphinus (*dolphin*) accurrit, et exceptum dorso Arionem ad littus Laconiacum incolumem vexit. 2. Cleomenes, Lacedaemoniorum rex, interrogatus quodnam esset boni regis officium, respondit: "Amicis bene, inimicis male facere." Laudante quodam hoc regis responsum, "Longe melius erat," inquit Socrates, "si dixisset: Amicis benefacere, ex inimicis autem amicos facere."

III. Translate into Latin:—1. Cineas was the friend of Pyrrhus, king of Epirus. He was a man of great eloquence, and was by some compared with Demosthenes, the greatest of Greek orators. Pyrrhus used to say that he had taken more towns by Cineas' eloquence, than by the force of arms. Having defeated the consul Valerius Lævinus in the battle at Heraclea, Pyrrhus sent Cineas to Rome, to consult about the peace. Cineas was gifted with such memory that, in one day, he learned the names of all the Roman senators and knights (*eques*), and could call each of them by his own name. 2 (a) She is as skilful in singing as in speaking and writing. (b) He was accused of treason, and fined 85 talents. (c) Cicero was born on the 3rd of January, 106 B.C., and was murdered on the 7th of December, 43 B.C. (d) It is of great importance not only to us, but also to all the citizens. (e) I stayed ten years at Rome; I am now at Athens.

TUESDAY, 2ND DECEMBER, 10 A.M. TO 1 P.M.
ARABIC : TEXT-BOOKS AND GRAMMAR.

I. 1. Mention (a) some nouns which govern like verbs; (b) four of the most common forms of the noun of excess; (أَنْمَى مِبَالَغَةً).
2. Give the noun forms of:

مسَقَطٌ - رَفِيقٌ - طَلَعَ - وَضَعَ - رَجَعَ - وَعَدَ - مَسْكُنٌ - جَزَرٌ *
3. Show how the diminutive (تصغير) and the aorist (مضارع) are formed and how the latter is affected by!

لَمْ - لَنْ - إِنْ - مَنْ - إِذَا - كَيْ *

II. 1. Distinguish between the following pairs:

سَافَرَ وَسَفَرَ - عَمِرَ وَعَمَرَ - مَرِضَ وَتَمَارَضَ - قَاتَلَ وَ
قُتِلَ - حَبَّيْدَ وَعَبَادَ - حَيْوَنَ وَأَحْيَيْنَ - بَيْوَسْ وَأَبْيَاسْ -
خَيَالَةَ وَخَيَالَةً.

2. Explain the force of ة in these words:

ضَارِبَةٌ - حَمَرَةٌ - جَمَالَةٌ - صِيَافَلَةٌ - حَلَمَةٌ.

3. Write the feminine of:

أَكْبَرُ - نَدَمَانُ - خَضَبَانُ - رَسُولٌ - أَوْلَى - أَحْمَرٌ -
أَحَدَبٌ - فَتَيَّ.

III. 1. Name the فعل of خاصيات with examples. 2. Write the aorist (مضارع) and the imperative (أمر) of these verbs.

فَرَّ - هَنَّا - سَعِمَ - وَحَدَّ - يَبِسَنْ.

3. Conjugate fully the past tense, active and passive (ماضي معروف و مجهول) of:

خَافَ - مَنَعَ - رَمَيَ - فَرَّ.

4. Write down four sentences in which the governing verb is always understood. 5. Decline :

IV. 1. Construct sentences using من having the force of: "of," "than," "some of," "any." 2. Show how the following words may be used to express possession, companionship, etc:

*بنت - صاحب - أخ - أب - ذو *

3. Give an example of each of the following :

اسم آلة - ظرف زمان - مفعول له - جمع القلة -
جملة ظرفية - جملة شرطية.

4. Translate carefully: I met a generous man of Beyrouth. He did it himself. What an excellent horse-man! How many dirhems have you? He has fifteen male and female camels. Verily Zeid's servant is standing. The tired rider almost fell. He comes to me morning and evening. Beware of the lion! The most learned of philosophers. Two just men came before the king. And so on.

V. 1. Write the English meaning of these words and expressions:

شَاهَ - أَبُو الْحَصَّينِ - مَلْهُوفٌ - السِّيَامِةُ - اقْتَشَعَرَ -
حَكْمٌ - سِرَّ الْبَيْتِ - أَدْهَمٌ - الْوَاحِ - يَدُ فِي الصِّيَاغَةِ -
صَاعِدَهُ - وَقَعَ مَعْشِيَاً عَلَيْهِ.

2. What does this couplet refer to ?—

اذ احل الشقيل بأرض قومٍ - فما للساكنين موي الرحيل.

VI. 1. Give in English or Hindustani the substance of the dream of **الملك جليعاد** and mention what arrangements he made for the education of his son. 2. **الجسل والروح مشتركان في الاعمال**. How does the author explain this? 3. Show some knowledge of these stories:

الشعلب والذئب - ديكان - خزال وامد - حداد و كلب.

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.

ARABIC : TRANSLATION.

I. Translate into Arabic :—

1. When the hour of departure was at hand, and few besides the Chiefs were left on shore, an altar was raised and solemn sacrifices were offered to the gods. While this ceremony was taking place, a serpent was seen to come out of the ground and ascend a tree that grew near.

On this tree was a bird's nest containing some young. These the serpent devoured, and afterwards the mother bird ; but immediately afterwards a flash of dazzling light descended from the heavens, and when the spectators again raised their eyes to the tree, lo ! the serpent was turned to stone.

The kings turned to the soothsayer and demanded of him to explain the meaning of this wonderful event ; whereupon he interpreted it to signify that the war against Troy would last for nine years, but that the city would be taken in the tenth.

2. (a) A word is enough to the wise.
- (b) Contentment is the key of happiness.
- (c) The fruit of rashness is repentance.
- (d) The bane of knowledge is forgetfulness.
- (e) It is no use crying over spilt milk.
- (f) Man proposes, God disposes.

II. Translate into English :—

(1) دَكْمٌ مِنْ شَقِّيْ بَلَهْ رَاهِيْ
 يَنْعَمُ فِي خَيْرٍ فِيْ وَظَلِيلٍ *
 وَاصْبَحْتُ فِي تَعَبٍ زَائِدٍ
 وَامْرِي عَجِيبٌ وَقَدْ زَادَ حَمْلِي *
 وَغَيْرِي مَعِيدٌ بَلَهْ شَقْوَةٌ
 وَمَا حَمَلَ الدَّهْرُ يَوْمًا كَحَمْلِي *
 يَنْعَمُ فِي عَيْشِهِ دَائِنًا
 بِسَطِ وَعِزٍ وَشَرْبٍ وَأَكْلٍ *
 وَكُلَ الْخَلَاثَقَ مِنْ لَطْفَةٍ
 إِنَّا مُثْلُ هَذَا وَهَذَا كَمَثْلِي *

و لَكَنْ شَتَانَ مَا يَبْيَنَا
و شَتَانَ مَا يَبْيَنَ حُمْرٍ وَ خَلْ *
و لَسْتُ أَقُولُ عَلَيْكَ افْتِرَاءً
فَإِنْتَ حَكِيمٌ حَكِيمٌ بَعْدَ *

(٢) وَ مِنْ عَجَائِبِ مَا حَكَىَ أَنَّ بَعْضَ السَّلَطَنِينَ
خَضَبَ عَلَيْ صَاحِبِ طَبْرِيَّةِ طَبْرِيَّةَ جَهَدَةً
فِي ازْدَالَةِ ذَلِكَ فَمَا امْكَنَهُ - فَبَعْدَ السَّلَطَانِ الَّيْهِ جَيَسَهَا
كَثِيرًا فَعَلَمَ الطَّبْرِيَّ أَنَّ الْجَيْشَ لَا يَبْرُلُونَ إِلَّا بَغْيَاضَةً
مَعَيْنَةً تَحْتَ جَبَلٍ فَامْرَ بِقَطْعِ اشْجَارِ ذَلِكَ الغَيْضَةِ وَ تَرْكُهَا
كَمَا كَانَتْ قَائِمَةً وَ مُتَرْمِوْضَعَ الْقَطْعُ بِالْتَّرَابِ - فَلَمَّا وَصَلَ
الْجَيْشُ وَ نَزَلُوا بِهَا كَمَنَ الطَّبْرِيَّ هُوَ وَاصْحَابُهُ خَلْفَ ذَلِكَ
الْجَبَلِ وَ شَدَ الْجَيْشُ دَوَابِهِمْ فِي اشْجَارِ ذَلِكَ الغَيْضَةِ
وَ كَانَتْ كُلُّهَا مَقْطُوْعَةً فَخَرَجَ عَلَيْهِمُ الطَّبْرِيُّ بِاصْحَابِهِ وَ
صَاحَ بِهِمْ فَنَفَرُوا الدَّوَابُ وَ تَسَاقَطَتِ الْأَشْجَارُ لَأَنَّ الدَّوَابَ
جَرَتْهَا فَوْلِيَ الْجَنْدُ هَارِبِينَ فَزَعَّيْنَ لَاهِلِيَّ أَحَدَ الَّيْ أَحَدَ
وَ تَبَعَهُمُ الطَّبْرِيُّ بِالْقَتْلِ وَ الْأَمْرِ فَبِجَأَ اقْلِهِمْ وَ تَلَفَّ
أَكْثَرُهُمْ - فَلَمَّا رَجَعُوا إِلَيْ السَّلَطَانِ سَأَلُوهُمْ عَنْ شَأْنِهِمْ
فَقَالُوا نَزَلْنَا بِالْمَوْضِعِ الْفَلَالِيِّ وَ اتَّاَنَا فِي جَنْحِ اللَّيلِ جَنْدٌ
مِنَ الشَّيَاطِينِ تَضَرَّبُنَا بِالْأَشْجَارِ الطَّوِيلَةِ فَلَمْ يَجْسُرْ أَحَدٌ مِنَ
الْمُتَقْوِمِينَ بَعْدَ ذَلِكَ الْمُبَشِّيِّ إِلَيْ طَبْرِيَّةِ

(٣) عن الاصمعي قال دخلت البادية و اذا انا
بعجوزٍ بين يديها شاة مقتولةُ والي جانبها جرو ذئب
فقالت التدري ما هذا؟ فقلت لا - قالت هذا جرو ذئب
اخذناه صغيراً و ادخلناه بيتنا ور بینا فلماكبر فعل
بساتي ما تري - والشدة تقول شعراً.

قتلت شويهتي و فجعت قومي
و انت لشانتا ابن ربيب *

خذيت بدرها و خدرت فيها
فمن انباك ان اباك ذئب *
اذا كان الطياع طباع مؤيء
فلا ادب يفيد ولا اديب *

و قريب من هذا قول القائل - ومن يصنع المعرفة
في خير اهله * يلاقى كما يلاقى مجير أم حامر *

TUESDAY, 2ND DECEMBER, 10 A.M. TO 1 P.M.
PERSIAN : TEXT-BOOKS AND GRAMMAR.

I. 1. Write : (a) The meanings in simple Persian of the following words and phrases :

طفرة زدن - بروحوردن - مردماغ بودن - عیب ندارد -
دل بهم خوردن - کن فیکون - من واذی - سپر افکنندن -
احتراق - فلك حق باز - هدی - قبور و قلن - سخن از
مائی و منی زدن - یورق رفتن - ضجور *

and use the first five words in simple sentences of your own.
(b) Quote half-a-dozen darri words used by ظامی in his works,

giving their meanings. (c) The Arabic plural or singular of the following words :

رای - وجه - حیله - هوام - مواشی - ذمان - قلل -
 صور - علم - علم - الم - قاری - جرم (بالكسر) - جرم
 (بالضم) - دواب - عندلیب - لواح - نواهی - خزانی -

* حزیمت

2. Name and define the اضافت used in the following :

سبهه زهد - جل خر - تیغ لگاه - هنگام بهار - دمسه
 حسره - برف موی - بامداد پگاه - فرموده روزگار *

II. Write an explanatory paraphrase of the following adding notes where necessary :

دماغ ما مبکر و حان تکلف بر نمی تاپد
 بود همچون صبا هر خنجه گل عطردان ما *
 کسی داد محبت از کجا خواهد باین طالع
 که برق رنگ گل برداشت از مشاخ آشیان ما *
 ندارد کشتن ما صرف رحمی کن بهال خود
 چراغ خانه درد و خم است ای عشق جان ما *
 چون تو انم دیک روی اوک در بزم از ادب
 متصل چون شمع لرزد نود بینائی مرا *
 صرف عشق خوش قدان گردید نقد اشک من
 کرد مفلس حقیقت این خرج بالائی مرا *
 از مینه تارمید پلب ضعف کرد و مالد
 پُون دود شبع کشته تصویر جان ما *

از مامستاره موختگان با خیان مرلچ
 باشد سپند موذ چمن آشیان ما *

برخاک ما نه شمع فرمستان و نی گلی
 مردیم و مسینه صاف نشد بد گمان ما *

مظہر زنگ عشق تو مردیم همچو شمع
 ابن زندگی نبود مناسب بشان ما *

دلبر چو تؤی چون من رلگین مخفی را
 بلبل چو منی همچو تو گل پیرهنه را *

فریاد ازین قوم که چون ماه مجرم
 بی ذر نشوان دید رخ سیم تنی را *

کسی از شیشه مظہر چیغه برس کی توائد زد
 قیامت میرزا نیها امیت کز فرهاد می آید *

III. 1. Give a short account of any of the following writers :

* مظہر - معلی - لظامی

2. Briefly describe in simple Persian some of the customs of
 آتش پرستان alluded to by لظامی . 3. Give only the moral of
 the following stories :

حکایت نبرد آزمای - کرگس وزخن - حابد بخیل -

* لقمان حکیم

IV. Render the following into simple Persian, expanding all the
 metaphors :

(۱) من از فعلیت پرسیدم او از کمیت جواب
 داد *

(۲) خبار یک از خلف وعده بدیل حمیت باز گردد
 از تحمل من از دواج با جنبیت ذیاد نه امیت *

(۳) خوانی دید که عقد مروارید دندان در درج دهان اومشقق مشده - ورشتهه پرونین امسان چون بنایت النعش متفرق گشتند *

(۲) وهم تصور کند که تریاق الد - یا کلید خانه ارزاق - مشتی متكبر مغورو- معجب لفور-مشن نگویند
الا بشفاعت - ونظر لکنند الا بکراحت *

(۵) هر یہ ذقی کے برائندے بدفع آن کوشید می -
و هر شاهی کے بخواندی بفر زین پیوشید می - تا نقد کیسٹہ
همت در پاخت - و تیر جعبۂ حجت هم پینداخت *

(۶) موجب دلتنگی نه نزل بله است در حق ما
بلکه علوم شمول عنا است در حق رعایا - ازانکه چون
جاموس مسمع از دهلیز گوش قدم بیرون نهد تخت گاه
سبیده شاه از آه مظلوم بے انتباہ ماند *

(۷) ازانجا که حمیت انسانیت بود عرق رجولیت در حرکت آمد - و دریایی باطن او از خایت خیرت موج بر آورد - و طوفان صدابت از تنور نهادش برجوشید - و شعله آتش محبت از کالون سینده او زبانه زدن گرفت - از مر وجود و حالت گفت *

V. Relate in simple Persian the substance of either of the following:

- فتح یافتن مکندر بردارا
فتش یا یافتن مسکندر بزرگیان

- VI. 1. What are the uses of **ی** when affixed to words? 2. Name those مصادر in Persian which have م or ش before their مصادر مفعول. Conjugate any four of these مصادر in the future tense, passive voice. 3. State some rules for the insertion and omission of the particle **را** as the sign of the accusative.

VII. Give instances of: 1. A subject in the singular taking a verb in the plural and *vice versa*. 2. The object emphatically placed first. 3. The verb standing first in a sentence. 4. The nominative put after the verb.

VIII. Translate into idiomatic Persian: 1. I could tell you if I knew. 2. If I had known, I could have told you. 3. The more they searched, the less they found. 4. He preferred to go on foot rather than stay behind. 5. As a rule there are no made roads in Persia. 6. I narrowly escaped falling into their hands. 7. Ansar told me that he would go to Calcutta. 8. Would that I too had been with them.

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.

PERSIAN: TRANSLATION.

I. Translate into Persian:—

1. At length we reached the garden of wild beasts. The beasts are separated from one another in special cages. There are several interesting animals which we had not seen elsewhere. First, the hippopotamus or river-horse which is a very curious animal. There were three of them, one pair, male and female, with one young cub born in this very place and already of considerable age. This was standing out of the water, the full-grown ones being in the water. People threw food into its mouth, which it opened like a gateway. It had very rugged teeth and was of an enormous size. Secondly, there was a monkey of great size and very repulsive in appearance, it was exactly like a human being and more especially had the hands and feet of a man. 2. We now rose, returned to the carriage and drove to the residence of the Governor—a nice building where we waited a while in a room, as a light rain was falling. Thence we went into a large hall, where breakfast was laid out on tables. We took a seat and ate some fruit. The Governor drank my health as a toast, after which the breakfast came to an end. 3. (a) We paid a visit of adieu to the Emperor. (b) We arose at 5 o'clock in the morning and had tea. (c) The train started at 12 noon precisely. (d) A man who has no interest cannot get on in that department.

II. Translate into English :—

1. چون آواز شاه بگوش هما رمید در پای درخت
آمد و دست دعا برداشت و گفت ملکا پادشاها؛ نظم *

بعق آنکه ذ تأثیر صنع بے قلمی
هزار نقش برو آری ذ فرش بوقلمون *
ذ خاک صورت ذیبا ذ آب در لطیف
ارادت تو نماید پامر کن فیکون *

بدان اثر که ازو یافت نم فلک جنبش
بدان نظر که ازو یافت چار طبع مسکون *
که شهر پار جهان داد بخش را تو بدہ
معادت دو جهانی و طالع میمون *

حاضران حضرت شاه را معلوم امست که بعده ما
پاین قوم با طناب کشید و بهیچ نوع فضیلت خود را
بعجت قاطع اثبات نکر دند و بد لیل واضح در بیان
نیاور دند - و مقرر شد که همه ایشان بگزارف لاف مزیت
و فوقیت می زندند - اگرچه از روی صورت افعال و
احوال خود را متحملی نهاده اند - و از راه رسم و عادت
نقشی انگیخته - اما بر ضمیر منیر و خاطر خطیر شاه
پوشیده نیست که آن نامسحوب بود و در میزان تحقیق
و ذنی ندادست - توقع ما از کرم لطیف و لطف عدیم
شاه آنست که چون حقیقت ماجرا معلوم شود نگزارد
که از مر جهل خود را بر ما ترجیح نهند - و در محکمة
عدل و انصاف دعوی بیمعنی بکنند *

2. تو پیدا مکن راز دل بر کسے
که او خود بگوید بر هر کسے *

جواهر بگنجینه داران سهار
ولے راز را خویشتن پامسدار *

مخفن تا نگوئی برو دست هست
چو گفته مشود یابد او بر تو دست *

مخفن دیو بندی امس در چاه دل
ببالات کام و زیالش مهل *

توان باز دادن ره نره دیو
ولے باز نتوان گرفتن بریو *

تو دانی که چون دیو رفت از قفس
نیاید بله حول کس باز نہس *

یکی طفل بردارد از دخشن بند
نیاید بصد رستم اندر کمند *

مگو آنک گر بوملا او فتد
وجودی ازان در بله او فتد *

3. امروز باید برویم بهیالج - صبح خیلی زود مر
دسته برخاسته آمدیم بیرون موار کالسک مشده اول قدرے
با کالسک را لدیم تا توی ده بعد ملاحظه پسست و بلندی
راه ک کالسک برآحت نمیرفت موار امس مشده رالمدیم
مواره طرح قزاق و مسائل موارها هم امروز هم در رکاب
ما بودند - قدریکه رفتیم از یک سرانپری پائین رفت

وارد دره شدیم کے رود خانہ قزل او ذن از میالش می گئرد - از جنوب میايد و بطرف شمال میرود تا داخل رود خانہ میالج می شود - وسط دره یك طاق نصرت ساخته بودند - و جمعیت زیادي هم سر راه ایستاده بودند - چهار عراده توپ تم ہر کوہستانی هم حاضر کرده بودند - مارا کے دیدلہ شیپور کشیدہ بنائے شلیک توپ گذاشتند *

TUESDAY, 2ND DECEMBER, 10 A.M. TO 1 P.M.
HINDUSTANI: TEXT-BOOKS AND GRAMMAR.

1. مندرجہ ذیل الفاظ و فقرات کے معنے ملیں اردو میں بتاؤ: داد و دھش - خدار - خاشبیہ بردار - سماجس - کائی - کلاوہ - بھونام - جھمکا - منجنیق - الٹھائی گیرا - معانث - سر و عنان - طرقوا - کبرہ - چشم احول - دل بھر آنا - او جھل ہونا - چھٹی کا دودہ پاد آنا - جھینکنا - اینڈنا - گیا ہاتھی نکل اور رہ گئی دم *
2. ان الفاظ کی جمع مکسر کیا ہیں ؟ ملت - قصر - نور - برج - خادم - خلام - مزاج - یتیم * 3. ان کے واحد کیا ہیں ؟ قلاع - صور - کائنات - اسافل - مدارج - اسائدہ - آرا - ععادل * 4. الفاظ مندرجہ ذیل مذکور ہیں یا مولن اور ان قواعد کا بھی ذکر کرو جنپر انکی تذکیر و تالیف مبنی ہی : قبیله - قبلہ گاہ - شهر پناہ - برماس - مشتری - بقر عید - چھاپ - اصلاح - دفعہ - چڑیا - استعمال - التمام - ح - ف - ن - م *

II. اشعار ذیل کرو:

اگر عدم میں نہو مانہہ فکر روزی کا
تو آب و دار کو لیکر گھر نہو پیدا *

نہیں میں طالب رزق آسمان میں کہ مجھے
یقین ہی کامئہ واڑوں میں کچھ نہیں ہوتا *

نکل وطن میں ہی خربت میں ذور کیفیت
کہ آب بھت ہی جبتک ہی تاک میں صہبا *

ہنر کو مفلسی ہو گز ضرر نہیں کہ نہیں
چنار کو تھی دستی میں نقص جوہر کا *

بلند ہمت اگر ہون نہ زیر چرخ ضعیف
ہلال عید ہو عالم کا کیونکہ روزہ کشا *

جو ناتوان نہ کریں دستگیری دشمن
تو خار و خس نہ کرے مشعلے کو کبھو براپا *

فتادگی میں یہ عزت ہی دیکھ ای سرکش
کہ لیک و بد لئے کیا نقش پا کو راہ نما *

نکوئی جو کرے دنیا میں ہو فے وہ پامال
ہسان جادہ کسیکو تو راہ مت بتلا *

بنیگی زینت دنیا میں نصس شکل تری
لباس ذر کو پہن کر نہو تو بوم طلا *

جفاے دھر کرے سنگدل کو نازک دل
بنے ہی مشیشہ جہان میں گدازمہو خارا *

III. انتہا ص و ابواب مندرجہ ذیل کا اجمالی حال
 رقم هو * میر ضاحک - مرزا فدوی - راجہ پرس منگھہ -
 حسن رضا خان عبید ذاکاری - زنبیل حمرو - شیخ
 ڈونڈو - اگیا بنسیال - اعجاز عصے کلیم *

IV. 1. ضمیر "اپنا" کے استعمال کا قاعدة بیان کرو *
 2. وہ کوئی الفاظ ہیں جو چند الفاظ کے زیادہ کرنے
 سے تبدیل ہاتے ہیں اور ظرف زمان - مکان - سمت -
 طور - تشبیہ اور مقدار کا فائدہ دیتے ہیں؟ اسکا جواب
 نقشہ ذیل کے مطابق تحریر ہو:

تبدیل کیفیت *	جسکافائدہ دیتے ہیں *	تبدیل پانے والے حروف *	ذوائد *
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3. متعددی بالواسطہ بنائے کا قاعدة نظیرین دیکر بتاؤ۔
 الفاظ مندرجہ ذیل کے متعددی بالواسطہ کیا ہیں؟
 چھوٹا - لینا - گانا - بولنا - پلنا - پیرنا - بیٹھنا - توٹنا *
 4. متعلقات فعل کوئی ہیں؟ کوئی افعال ہیں جنکے
 مذکور و مولٹیکسپان ہیں * 5. صفت یا اسم مشتق
 کی تکرار میں کیا فائدہ ہی؟ مثال دیکر ممکنہاً؟
 6. کس صورت میں علامت مفعول کا حذف جائز ہی؟
 نائب فاعل کے ساتھ "لے" کا استعمال جائز ہی کہ
 نہیں؟

7. لظائر ذیل میں کس قسم کی اضافت ہائی
 جاتی ہی؟ گیرہن کا میہمہ - جاڑے کی مردی - ہوا کا

گھوڑا - متی کی دیوار - میرے قبلہ گاہ - میرے بھائی
کا چاقو * 2. امثال ذیل میں کس قسم کی تجسس
ہو گئی؟ سنک و چنک؛ قلقل - مرہم گئے - باس و نباص؛
لعل ولال؛ بوسہ و توشه *

VII. الفاظ و فقرات ذیل کی اصلاح کرو: 1. نانیال -
منجش - موسمے ذر - گدگلی کرنا - کرڈولا - قمرق -
رحال - دندوالے - بھپکارا - بچھاڑ - الکل متکل -
انکھیاں مچانی * 2. (۱) مردوں نے مرخون کو دیکھے
(۲) عورتیں سبق پڑھتے ہیں (۳) لڑکوں نے تختیاں لکھے
(۴) انہوں نے مجھے اچھی طرح اصلاح بتا نہ سکی
(۵) وہ تجارت کی اجناس خریدتے تھے (۶) میں نے
کبھی بھر نہ سمجھا تھا کہ مجھے امتحان میں روز سیاہ
دیکھنا پڑیگا (۷) ایک خادم نے میرے ہاتھ پکڑا اور
میرے میں کہنے لگا (۸) میں نے ان میں بولا میں بھی
انکے ساتھ چلوں گا *

VIII. آخاز سرما پر مضمون لکھو چس میں امتحان کا
قرب - حفظ صحت کی ضرورت - تغیر موسم کی تاخیر
اور خواندگی کا وقت مشرح و مدلل درج ہو *

اسکا ترجمہ بامحاورہ اردو میں کرو:

1. You have escaped but you might have been killed.
2. Would that I had not left them behind.
3. What do you think about it?
4. God knows what their state might have been.
5. Enough! go on with thy work.
6. He did whatever they told him.
7. No one falls into a well of his own accord.
8. He walks lame.

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.

HINDUSTANI : TRANSLATION.

I. Translate into Hindustani :—

1. An Arab chieftain, one of the most powerful of the princes of the desert, had come to behold for the first time a steam-ship. Much attention was paid to him, and every facility afforded for his inspection of every part of the vessel. What impression the sight made on him it was impossible to judge. No indications of surprise escaped him ; every muscle preserved its wonted calmness of expression ; and on quitting, he merely observed, "It is well; but you have not brought a man to life yet!" 2. I saw the snake coiled up in his den. I advanced towards him stealthily, and with my lance struck him behind the neck and fixed him to the ground. That moment the negro next to me seized the lance and held it firm in its place, while I hastened to get hold of the reptile's tail before he could do any mischief. We had a sharp encounter in the den, each party struggling for superiority. I called out to the second negro to throw himself upon me, as I found I was not heavy enough. He did so, and his additional weight was of great service. I had now got firm hold of his tail, and after a violent struggle or two he gave in, finding himself overpowered. This was the moment to secure him. So while the first negro continued to hold the lance firm to the ground, and the other was helping me, I contrived to tie up the snake's mouth. The snake measured fourteen feet, and was of great thickness. We contrived to make him twist himself round the shaft of the lance, and then prepared to convey him out of the forest. I stood at his head and held it firm under my arm, one negro supported the body, and the other the tail. In this order we began to move slowly towards home, and reached it after resting ten times. 3. Speech is the gift of all, but thought of few. 4. He knows the water best who has waded through it. 5. Experience without learning is better than learning without experience. 6. As rust corrupts iron, so envy corrupts man. 7. The assassin inflicts death but once, the calumniator a thousand times. 8. The boughs that bear most hang lowest.

II. Translate into English :—

کسی بھولے ہو کو راہ گمراہی میں بخشاپش 1.
 الہی لے چراغ توفیق کا دکھایا کہ وہ حلے میں صاحبان
 تحقیق کے در آیا۔ درویشون کی صحبت کی بروکت میں
 اور انکے نفس پاکیزہ کی صداقت سے اخلاق ذبوب اسکے
 اوصاف حمیدہ ہے مبدل ہو۔ دامن عرص و ہوا میں

ہالہ اس نے اٹھایا - اور جامِ قباعت کا اسکے جسم میں نہایت ٹھیک آیا - لیکن زبان طعمہ زنوں کی اسکے حق میں ویسی ہی دراز تھی - اور چشم عیب بیرون کی پدمستور مسابق باز - کہ ابتدک چال ڈھال اسکی اسی طور پر ہی - اور یہ زهد و صلاح نہایت نامعتبر - بیت *

عذابِ حق سے رہائی سبب میں تو یہ کے ہو

* زبانِ خلق سے لیکن نجات مشکل ہی *

خرض زبانِ خلق سے تنگ ہو کر پیر طریقت کے عضور آیا اور گلم کرنے لگا - شیخ اس ماجرسے کو منکر آبدیدہ ہوا اور بولا کہ شکر اس نعمت کا ترک منکر کہ جیسا وہ تجھے گمان کرتے ہیں تو اس میں ہی بہتر - نظم *

کب تلک غماز و حامد کا گلم

* یہ کہ مجھہ مسکین کے ہیں سب عیب جو *

قتل کر لے کو میرے اٹھتے ہیں گاہ

* بیتھہ کر کھتے ہیں بد مجھہ کو کبھو *

ای خوشا تو نیک ہو اور بد کھیں

* وہ برا - تو بد ہو اور جانیں نکو *

واہ برحالت ہی میرے کہ حسن ظن سبھوں کا

* میرے حق میں بکمال ہی اور میں بزوال - قطع *

در تونے کیا ہی اسلئے بند

* تا دیکھے نہ تیرے ہر کوئی عیب *

کیا فائدہ اس میں - جانتا ہی *

* پہمان کو نہان کو عالم الغیب *

2. چہرۂ مہروش ہی ایک - منبیل مشکفام دو
 حسن بستان کے دور میں ہی سحر ایک شام دو *
 پہنیکے ہی منجنیق چرخ تاک کے منگ تفرقہ
 بیٹھکر ایکلم کہیں ہوو بن جو همکلام دو *
 کہتی ہی مجھہ میے مغفرت ہوو یگی خوب یہہ خذل
 ہمراہ نعت و منقبس گر امیے انصرام دو *
 مثل ذبان خامہ ہین گر نی و امام دو
 معنے تو ان میں ایک ہین گو ک ہوے بنام دو *
 ہونے ندے خروب ایک بہر نماز مہر کو
 ایک کرے اشارے میے قرص مر تمام دو *
 انکے طواف روپہ کو پہنچے کبھو نہ جبرئیل
 رکھ کے زمین پہ ایک گام تا نہ کرے سلام دو *
3. جب تم بہان میے خلم مول لینے کو گئے تھے -
 تو اس وقت بھاؤ تیز تھا - اب بازار مندا ہی - بھاؤ
 سستا ہوتا جاتا ہی - وہاں خلم خریدو تو سمجھہ بوجہہ
 سوچ بچار کر لینا - ہنڈی بھاڑے کا بھی دھیان رکھنا -
 ایسا نہو - لینے کے دینے پڑ جاوین - روئی بہان مہنگی
 ہوتی جاتی ہی - کھری چوکھی روئی دیڑھہ سیر بکتی
 ہی - اور کچھہ نرمی پونے دو سیر آد پاؤ کم دو سیر -
 اگر روئی ہاتھ آوے - تو جتنی ہوسکے لے لینا - ہلدي
 بھی بہان تین سیر کی بکتی ہی - اس میں کچھہ فائده
 دیکھو تو دمن بیس روپی کی لیتے آنا - فقط *

TUESDAY, 2ND DECEMBER, 10 A.M. TO 1 P.M.
MARATHI : TEXT-BOOKS AND GRAMMAR.

- I. 1. जो पाहे सदसद्विचार हृदयीं, जोपा जनांची करी ।
 जो पावे समयीं विशेष गणिला जो पावनांभीतरीं ॥
- सोपा जो सकळां द्विजां सुमतिचा सोपा सदा लाभतो ।
 कोपातें न धरीच तो नळ मही गोणायिता शोभतो ॥
- कदा नेणो बोढी शरधिंतुनि काढी शर कदा ।
 कदा धन्वीं जोडी वरिवरिहि सोडी तरि कदा ॥
- विपक्षाच्या वक्षावरि विवरलक्षास्तव रणीं ।
 कळे राजेंद्राची लवित शरसंधानकरणी ॥
- जो धैर्यें धरसा सहस्रकरसा तेजें तमा दूरसा ।
 जो रत्नाकरसा गभीर शिरसा भूपां यशोहारसा ॥
- ज्ञाता जो खरसावला नवरसां माझारि शृंगारसा ।
 शोभे तामरसाक्ष तो नळ रसानाथ स्तवूं फारसा ॥
2. सकलभुवनललामायमाना ।
 मानाधिकविभवधनिकसदनशतविराजमाना ।
 कलशजनितमुनिचकितजलधिशरणातिविस्तृतपरिखांतरी
 पायमाना । चंद्रशालाविजितसुरविमाना ।
 ऐसीं कुळिननामधेयनगरी राजहंसे पाहिली ॥

नळराजकथा सुधाचि साजे ।
 दमयंती वरवर्णिनी विराजे ॥
 मिळणी उभयासि होय जेथें ।
 अधिकारो अधिकानुराग तिथें ॥
 अमृतही पयही ह्यणवीतसे ।
 उभय होय तसी रुचि वीतसे ॥
 मधुर सारस तें जल गा तसें ।
 मधुरसारस यास्तव गातसे ॥
 पीतां मरंद उदरंभरंभराचें ।
 जें होय भंदिरहि सुंदर इंदिरेचें ॥
 जें पद्म तेथिल सहस्र दलां धरीतें ।
 प्रस्यक्ष सूर्यफिरणांस विसाववीतें ॥
 या कवितांचा स्पष्टरोतीनें अर्थ सांगा.

 3. मी जाण देवनळही सकरीं धरया ।
 सांगेन काय चतुरा मज लाज जाया ॥
 काळें करूनि सुख जो बरि होय लेखीं ।
 हें बोलणे खग मनीं उभयार्थ लेखी ॥
 या कवितेचा अर्थ जितक्या तन्हांनीं देणे शक्य
 असेल तितक्या तन्हांनीं स्पष्टरोतीनें द्या.

II. 1. 'आलो महीवर फिराद अशी कराया'; 'न वरि
तरि अज्ञांसी मूढ ते काय कीजे'; 'हे वामनैकपद भूमि
नसोनि जंघी';—हे ज्या 'छोकांचे चरण असतील लांचा भावार्थ
सपष्टरीतीने द्या.

2. पंतजननिसाम्यातें कविसू विरलाच पावती प्रसवें ।
जासी सोडुनि एकशी कुणिकडे सोने प्रिये सुंदरे ।
संगे घेउन मावळे नवशीके तो म्लेंछ जिंकीतसे ।
शास्त्रो होउनियां सभेंत मिरवे, न्यायासनीं तो बसे ।
शाहूच्या सुमना पसंत पडुनी ती पेशवा होतसे ।
कसें अशिव हें मला शिव असोनि भर्ती शिवे ? ।
माधव गरीब साधा ; मानी मज तात, तुज गणी माय, ।

चिमुकला सरझार निघे रणा । या वाक्यांचा पूर्वीप-
रसंबंध थोडक्यांत देउन तीं कोणाविषयीं आहेत हें सांगा.

3. 'खदेशाभिमाना', 'विघुरविलाप', 'दैवसेनी', 'महा-
राष्ट्रजनविलाप', व 'गंगावर्णना'—यांच्या कल्यांचीं नावें द्या.

III. 1. चौगुणीने जरि पूर्ण शीतभानू ; जो पवनसंगतिची
सवे घे ; हेलावला नळ पयोधि दयारसाचा ; भरेनि पहिला
रस पूर्ण केली ; छाया तियेसि दुसरी तिसरी वनाळी ; फणीते
फगफगी ; वंदी तुमच्या पदास तुमच्याच अंशी ; मिळाला ती
दर्शनाख्यमेवा'; कुठीं चंद्र येतो रवीच्या घराला ; उद्योग पंगु

परंतु दैवचि प्रधान ; धनाचीचि कांता धनाचैचि पुत्र ; ताईत मानी गळ्याचा ;—यांवर टीणा देऊन यांचा अर्थ स्पष्ट करा.

2. होतील नंदनविलास ज्यास तोहा ; भीमकी हेचि ज्ञाली ; कुवऱ्याला चंद्र जैसा ; हंसा तुळा उदय होय ; औषध नलगे मजला ; यांत ज्या शद्वांखालीं रेघ ओढली आहे त्या शिष्टपदांचे दोन्ही अर्थ द्या. 3. ‘सरोगबंधु,’ ‘सुत तेजीतुरगीचे,’ ‘कामारीस नगाधिराजतनया,’ ‘कांचस्त्रणोनि उदकांत पडे’—या संबंधाच्या पौराणिककथा संक्षेपानें लिहा.

IV. 1. ‘सुभाषित’ ह्याणजे काय ? याचें एक उदाहरण नल-दमयन्तीस्ययंवराख्यानांतून द्या. 2. नळराजाच्या यशाला कोण-ल्या पदार्थाची उपमा देतां येत नाहीं व तीं कां हें सांगा. 3. दीपावळीस मातेची उपमा कशी साजते ? 4. ज्ञानी कोण ह्यागावा ? धनवंत कोणता जन ? कानाचा धड ऐसा कोण ? डोळस कोण ? वक्ता कोण ह्यागावा ? खरा शूर कोण ? कोण सुखी ?—या प्रश्नाचीं उत्तरे लिहा. 5. गोसावी व बैरागी यांतील भेड सांगा. 6. दैवसेनी व जयसेन यांची भेड कशी घडून आली ते सांगा. 7. मालिनी व द्रुतविलंबित या वृत्ताचें लक्षण व उदाहरण द्या.

V. 1. परब्रह्म, परमात्मा, लक्ष्यांश, अध्यात्मविद्या, सायुज्यमुक्ति, हिरण्यगर्भ, महाकारण, अव्याकृत मूळप्रकृति, यांचा अर्थ सांगा.

२. दासांनीं वर्णिलेत्या निरपृहलक्षणांचा व कविललक्षणांचा थोडक्यांत सारांश द्या. ३. भाऊसाहेब, दादासाहेब, रावसाहेब, सवाईरावसाहेब, सौसुरचा वाघ, मराठा म्याकियवेल, नवकोटनारायण, साडेतीनशहाणे, बारभाई, लाटसाहेब,—हीं कोणांचींनांवै होती व तीं पडण्याचें कारण काय होते तें सांगा. ४. नानाफडनवीसाचें पुण्यांतील लोकांवर विशेष वजन होते या संबंधाची आख्यायिका द्या. ५. मोळांच्या तुऱ्याची गोष्ट सांगून थोरल्या माधवरावाच्या कोणत्या तीन इच्छा पूर्ण झात्या नाहींत व त्या मग कोणाच्या हातून पूर्ण झात्या तें सांगा.

VI. १. नानाफडनविसाचे पूर्वज कीठले राहणारे होते, २. त्यांच्या घराण्याचें नांव काय होते, ३. त्यांच्या आज्याचें, बापाचें व आईचें नांव काय होते, ४. त्यांचें खरें नांव काय होते, ५. त्यांचा जन्मशक कोणता, ६. त्यांनीं लम्बे किती केलीं, ७. त्यांस कितीं अपल्यै झालीं, ८. त्यांच्या आईचा शेवट कसा झाला, ९. त्यांस मरण केव्हां आले व कसे आले, १०. त्यांची अंगाची ठेवण कशी होती व सभाव कसा होता—या विषयींचीं माहिती थोडक्यांत सांगा.

VII. १. ढोळ्यांत धूळ टाकणे, फांग देणे, पाण्यांत पाहणे, शुक्रकाष्ट लावणे, काव्याने कांटा काढणे, एलगार करणे, भिजत पाडणे, व कानी डोळा करणे—यांचा अर्थ सांगून वाक्यांत

उपयोग करून दाखवा. २. बाजीगरी, सिंतरू, गळंगा, थोतांड, बराडी, लोंदपणा, ओडगस्त, बुणगे—यांचा अर्थ सांगा.

VIII. १. 'उत्प्रेक्षा' अथवा 'व्यतिरिक्त' याचें लक्षण देऊन त्याचें नलीपाख्यानातले एक उदाहरण द्या. २. 'आपण' याचा उपयोग किती रीतींनी करतात तें उदाहरणांनी स्पष्ट करून दाखवा. ३. आवृत्तिवाचक विशेषणे ह्याणजे काय व तीं कसीं सिद्ध होतात तें सांगा. ४. सिद्ध संख्याशविशेषणांची ३ उदाहरणे द्या. ५. गौणक्रियापदांची उदाहरणांसहित व्याख्या द्या. ६. उभयान्वयीअव्ययांचे सर्व भेद उदाहरणांसहित सांगा. ७. हृदयाब्जसूर्य, नवप्रसव, विततशाला—या सामासिकपदांचा विप्रह करून समासांचीं नावें सांगा. ८. साहित्यार्थीं तृतीया व करणार्थीं सतमी यांची उदाहरणे द्या. ९. इंद्रमुख व मुखेदुयांतील फरक सांगा.

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.

MARATHI: TRANSLATION.

I. Translate into Marathi: [See Hindustani Translation paper, page 40.]

II. Translate into English:—

१. हस्तीते धुतले जळीं बसविले मालिन्यही नाशिले ।

तीणे तें पहिले स्वर्कर्म वहिले तीरींच आरंभिले ॥

शुंडांग्रे धरिले धुळीस भरिले सर्वांगही आपले ।

प्रायश्चित्त दिले तथापि न भले जग्याचे मन क्षीभले ॥

शर्वकंठविषगर्ब हराया । शक्त नामचि तुङ्गे रघुराया ॥
 सेतुसागर कपी उतराया । नामसेतु भवसिंधु तराया ॥
 ज्याचें शंभुखयंभुप्रभृतिसुर यश प्रार्थिती पूत नाकीं ।
 त्या रामें ताटिका ती जशि तशि अथवा माधवें पूतनाकी ॥
 सद्गोधानें अविद्या जसि तसिच महाभीतिदा विप्रकृत्या ।
 जी उग्रा विष्णुचक्रें लरित निविली ती तदा विप्रकृत्या ॥
 मला निरखितां भवच्चरणकन्यका आपगा ।
 हणे अगद् ऐकिलेंहि न कवीं असें पापगा ॥
 कर श्रवणि ठेविते, नुघडि नेत्र, घे भोतिला ।
 न घालिन भिडेस मी जरिहि कार्यलीभी तिला ॥

2. आप आळोन पृथ्वी झाली । पुनः आपींच विराली ।
 अग्नियोगे भस्म झाली । हणोनिया ॥ आप झालें तेजापासूनी ।
 पुढे तेजें घेतले शोषूनी । तें तेज झालें वायुचेनी । पुढे
 वायु झडपी ॥ वायुगगनीं निर्माण झाला । पुढे गगनींच
 विराला । ऐसे खाजणी भाजणीला । बरे पाहा ॥ जे जेथे
 निर्माण होते । ते तेथे लया जाते । येणे रीती पंचभूतें ।
 नाशपावती ॥ भूत हणिजे निर्माण झाले । पुनः मागुते नि-
 माले । पुढे शाश्वत उरले । परब्रह्म ते ॥ पूर्वपक्ष हणजे झाले ॥
 सिद्धांत हणजे निमाले । पक्षातीत जे संचले । परब्रह्म ते ॥
 हे प्रतीतीने जाणावे । विचारे खुणेसि बाणावे । विचारे ॥

विण शिणावें । तेंचि मूर्कपण ॥ विशेष मायेचे निरसन । होतां आत्मनिवेदन । वाच्यांश नाहीं विज्ञान । कैसे जाणावें ॥ लीकांचे बोलीं जो लागला । तो अनुमानेंचि बुडाला । याकारणे प्रत्याला । पाहिलेंचि पाहवें ॥ ४. औरंगजेब बादशाहाने एक दिवस दानधर्म करण्यासाठी देशांतील सर्व फकिरांस जमवून लांच्या पंक्तीचा आपणास लाभ घडावा, अशी इच्छा प्रदर्शित केली. पंक्तीचा बेत एका विस्तृत पटांगणांत केला असून भोजनाचाही बेत आलेल्या फकीरांस साजेसा होता. जेवण झाल्यावर बादशाहाने नवे कपडे आणविले व फकिरांस स्थानाला कीं, तुझी आंगावर चिंध्या घालाव्या हे मला पाहवत नाहीं. हे ऐकून ते आदीं विस्मित होऊन गेलें, व आपण स्थीकारलेल्या फकिरीस हे साजत नाहीं अशा सबवीवर यांनी आपले फाटके कपडे टाकून देण्याचे नाकारले पण फकीरांनी भिक्षेच्या द्वाराने व दुसऱ्या अनेक युक्त्यांनी मिळविलेले धन या चिंध्यात लपविलेले आहे, हे बादशाहास माहीत होते; स्थणून हा लांचा नकार अर्थातच त्यास कबूल झाला नाही. शेवटी फकीरांनी आपले जुने कपडे देऊन नवे घेतले, व बादशाहाने त्या रकऱ्यांची रास करून ती पेशवून दिली; लांच्या राखेतून जे सीने निघाले ते अनेक लढायांच्या खर्चास पुरेल इतके होते !

TUESDAY, 2ND DECEMBER, 10 A.M. TO 1 P.M.
TAMIL : TEXT-BOOKS AND GRAMMAR.

I. மண்டலவேஷ்தனைம்படந்தை மங்கலம்

கண்டது நீங்காங்கண்டிலாததுங்
திண்டிறலீராருதேவராசிய
முண்டெனமதிசயனுஸரப்பதாயினேன்
அண்டர்ஸாயகன் வரபளித்தநாளோயில்
வண்டனைகுழலியோடுதித்தயங்கலங்
கண்டவர்பதியிவட்டிரென்றகட்டிரை
யுண்டங்தன்றிவேறுண்டு சேட்டிரால்
மஞ்சனச்சடை யினுண்வரததில்வங்தநாள்
கஞ்சனநீழிவிற் காண்பதன்றியே
அஞ்சனக்கண்ணிக்குமங்கைக்கெய்திடா
தெஞ்சலில்யாவருமியானுங்கேட்டிலேம்.

1. தன்மை முன்னிலை கலவாமல் படர்க்கையிடத்தில்
இதற்குப் பொழிப்புறை யெழுதுக. 2. கோடிட்ட சொற்களுக்குச் சொல்லிலக்கணப் பூருக (parse). 3. மோனையாவதென்ன? முதல்வரியின் மோனையை எடுத்துக் காட்டுக.

II. அருத்தியினிலனைன்னுமனளித்தலுமிலனைன்றப்பாலுரைத்திலனுக்காலவுதவலுமேற்கின்றனும்
வருத்துறவிலனைன்னுமைவழங்கிடவரைவில்சௌல்வம்
பொருத்தலுமொன்றினென்றுபுகழ்மிசவிளக்கிநிற்கும்
1. இதன் கருத்தை விளங்கவுரைக்க. 2. விளக்கி-நிற்கும் : உறுப்பிலக்கணம் வேண்டும்.

III. 1. வித்துவக் கோட்டம்மான் . பதிகத்தில் குலசேகரர் விண்ணப்பஞ்செய்கிறவிஷய மென்ன? 2. குயிற்பத்தில் மாணிக்கவாசகருடைய சரித்திரக் குறிப்பு ஏதேனும் புலப்படுகின்றதா? எடுத்துக் காட்டுக. 3. “பொல்லாக் குணத்துக்கு நல்வமருந்துண்டா” என்பதை நாராயண பாரதியார் எங்கணம் விரித்துரைத்தனர்? 4. ஈயாமனிதருக்குப் பட்டினத்தடிகள் காட்டிய உவமமகளென்ன?

IV. 1. பின்வருபவைகளுக்கு அர்த்தமெழுதுக:—(a) தாம்புபம் - சுவடு - பேணம் - கடம் - கூபம் - வாரி-தாலம், (b) அஸ்தலாவம்-ஆசுகவி-ஆயுதபாணி-சுசாதி மித்திரத்துவம்-விசுவாசகாதம் - தாராத்ததம் - பாணிக்கிரகணம் - விபரீதபாஷணம்.

2. காலன்-பரமபதம் - பரவுரி - தபோதனன் : சொற்பொருளென்ன? 3. கா-கோ-மா-அரவம் ; இவ்விரண்டு பொருளைமுதுக. 4. அடிமுதல் மூடிவரை - சடல் கடைதல் - கடைக்கண் - கூப்பி யகை - நீரிலுறையும் பிராணி - புன்ணகை : இவற்றுக்கு நேரான வடசொற்றெடுப்பு எழுதுக. 5. அபேகூஷு - ஆணந்தபாஷ்பப் - கோலம்-தண்ணீர்-பங்சஹாசம்-மித்திரன் : எதிர்மொழி வேண்டும். 6. இரப்பு - இறப்பு : கரத்தல் - கறத்தல் : கவர்ச்சி-கவற்சி : அவர்க்கு - அவற்கு : இவைகளில் வேறுபாடென்ன?

- V. 1. இருதலைக்கொள்ளி யெறும்பு. 2. மாற்வார்க்கீதல் பொலிகடன். 3. உப்பம் பழாராஜா துறந்தேனன்றார். 4. உம்மிடத்தில் வழிப்படகை உடையேம். 5. வீந்தவரேனு மீந் தவரல்ல திருந்தவர் யாரே. 6. இவன் போர்க்களத்தின் முன் காயம் வாங்கின சூரன். 7. அவர்கீர உன் பிதாவாகிய பழாரா சன் சிதையே நானுசலாற் சுகமாய்ப் போய்வா. 8. தெண்கடல் வளாகம் பொதுமையின்றி, வெண்குடை நிழற்றிய வொருமை யோர். (a) சந்தர்ப்பத்தை அநுசரித்து இவற்றின் பொருளை விளக்க. (b) ஏகாரங்களின் பொருளைன்ன? (c) பொலிகடன் போர்க்களம் - சடல் வளாகம் - பொதுநோக்கு : தொடரிலக்கண மெழுத.

- VI. 1. அரிச்சங்கிர புராணத்தில் உதகரித்திருக்கும் பழ மொழிகளில் இரண்டைச் சந்தர்ப்பப் சகிதமாய் எடுத்தெழுதுக. 2. விசுவாமித்திரர் அரசியலை மேற்கொண்ட பிறகு அயோத்தியில் உண்டான வேறுபாடுகளைவை? 3. சிங்கம் - ஶேனீ - அன்றில் - தங்கம் : இவற்றின் சபாவ வகைண மென்ன? 4. இலக்கு மனத்துடைய குணத்தியங்களை ஐந்து வரியில் விவரிக்க. 5. “முன்னெரு புத்திசாலி உத்தமனுக்கு—, சூரனுக்கு—, காரியகாரனுக்கு—, ஸடானவலுக்கு—, செய்தாற்போலக் செய்யவேண்டியும்”. விடுபட்டசொற்களை வைத்தெழுதுக. 6. மேல் 5-ல் குறித்த சதையை விளக்கமாக ஒரு பக்கத்தில் எழுதுக.

- VII. 1. (a) வா என்பதனடியாக முக்காலத்திலும் i-பெயரெச் சமூம் ii-வினையெச்சமும் ; (b) முயல் என்பதனடியாக i-தன் மை யொருமை ii-முன்னிலைப்பன்மை முக்காலமுற்றும் ; (c) மந்தரம் - நெடுமை - அறிவு-குணம் : இவற்றினடியாக ஆண் பாற் பெயரும் ; (d) கவளம் - சித்திரம் - கடைக்கண் - சால் : இவற்றினடியாக ஆண்பால் வினையால்கொடும் பெயரும் ;

(e) சாக்காடு - கூட்டரவு : இவற்றின் விதியும் ; (f) தகுஞ்புத் திரி-விதேகன் மகள் : இவற்றுக்கு ஒவ்வொரு மொழியும் தருக.
 2. “நீர் எங்காட்டிலிருக்கிறீர்”. இதற்கு இரண்டிலிதமாகப் பொருளொழுஷ் அதற்கிணையச் சந்தியிலக்கணங் கூறுக.
 3. “நான் காட்டுமார்க்கமாய் வரும்போது சிங்கம் கர்ச்சிப்பதை யும் களிறுகள்—நரி—பன்றி—ஏருதுகள்—சர்ப்பங் கள்—கேட்டு நடு நடுங்கினேன்”. பொருத்தமான சொற்களை அமைக்க.

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.
 TAMIL: TRANSLATION.

I. Translate into Tamil: [See Hindustani Translation paper, page 40.]

II. Translate into English :—

1. (a) நன்றி மற்பது நன்றன்று நன்றல்ல தன்றே மற்பது நன்று.
 (b) மன்னனு மாசறக் கற்றேனுஞ் சீர்தாக்கின் மன்னனிற் கற்றேன் சிறப்புடையன்—யன்னற் [குத் தன்றேய மல்லாற் சிறப்பில்லை கற்றேற்குச் சென்றவிட மெல்லாஞ் சிறப்பு].
2. (a) காசில்லானைக் காலா லுதைவர் ; காசள்ளானைக் கையெடுத்தடியேன் தாசனென்ற தாங்கும்பிடுவர் ; இதுவேபுலகத் தியற்கையாகும்.
 (b) கொட்டிக்கொட்டி யளந்தாலுங் குறுணி பதக்கா [காது].
 (c) அன்ளாமற் குறையாது, சொல்லாமற் பிறவாது.
 (d) கைக்கெட்டியது வாய்க்கெட்டவில்லை.
 (d) சாகத் துணிந்தவனுக்குச் சமுத்திரம் முழங்கால்.
3. (a) அவன் அடிக்கடி அங்கே வட்டமிழுகின்றன் ; அதன் கருத்துத் தெளிவாகப் புலப்படவில்லை. (b) அதிகார முண்டானுற் சரியாக உபயோகி ; அற்பனைப்போல் அரையிர

விற் குடைவிரியாதே. (c) மிஞ்சிப் போனதற்கு அன்சிக் கலங்காதே. போனது போக, இருப்பதை நன்கு செய். 4. (a) யான் என்னென்னவோ நினைத்தேன்; என்னென்னவோ செய்தேன்; எப்படியோ இங்கிலைஸ்மக்கு வாந்துவிட்டேன். என்னைச்சுழு நாற்புறத்தினுங் தீ வளைந்துகொண்டது. எனக் குப் பெரும்பற்றுக் கோடாயிருந்தவரும் உயிர் துறந்தார். (b) பிறரைப்படுத்திய பாடெல்லா மல்லவோ உன்னை இந்த நிர்ப் பாக்கிய நிலைக்குக் கொண்டுவந்து விட்டன?—குரியன்றுன் இருள் நிற்குமோ? தீயைச் சருகு அவிக்குமோ? வயிரக்கல் லைச் செல்லரிக்குமோ? குற்றம் குணக்கை வெல்லுமோ?—எப் பொழுதும் எவ்விடத்தும் நன்மையே வெல்லும்; தீமையே அழியும். (c) ஒருங்காட் புத்ததேவர் மகத தேசத்தை யடைந்து ஆங்குள்ளதோர் காட்டிற் புகுந்தார். அக்காட்டில் ஒரு வேடன் கட்டிய வலையில் மானைன்று சிக்குண்டு வருந்திற்று. அது கண்டு இரக்கமுற்ற புத்தர் அதனை வலையினின்றும் விடு வித்துவிட்டுச் சென்று ஒரு மரத்தடியிலே தியானத்தில் வீற்றி ருந்தார். அப்பொழுது, அவ்வேடன் தான் அகப்படுத்திய மானைத் தேவர் விடுவிதத்து தெரிந்து கோபங்கொண்டு அவரைக் கொல்லவந்தான்; வந்தவன் அவருடைய மகிழையால் தடையுண்டு நின்று விட்டான். சிறிது பொழுதுசென்றபின், அவர் அவனைப்பார்த்துக் கூறிய இன்சொற்களால், அவ்வேட னும் அவனுடைய குடும்பத்தாரும் தீயவை ஒழிந்து நல்லவை செய்வாராயினார்.

TUESDAY, 2ND DECEMBER, 10 A.M. TO 1 P.M.

TELUGU : TEXT-BOOKS AND GRAMMAR.

I. 1. குரங்கீஶ்வரவுருக்கஷரித் மீக஧ நஸுஸிஂசி ப்ராய்பூட்டி நடி? சாநி நிங்கிஸ்வந நாட்கருாப்முநீ ஜீஸிநமுங்கவி யோவு?

2. பங்சதங்குமுந, குசீலாஸாஶாநமுந, மீரு சுதிவிந பிரங்காக்ருலு காக முஜி யோவு குாக் ரசியுங்சிரி?

3. அஹாலாயூசாயி யீசுராக்குஷ்டுந்துமுலலாங் கீரிநடி? பிரங்குமுநீ செநுங்குந ரசியியங்பூட்டி யீட்டிவசந்தாஷ்வி மேடி?

II. శక్రిందిపద్యములక మిహాటులతో దండాన్వయము వ్రాయడు :—

1. అమరునిరాకులేంద్రియము లన్నియు నప్రతిమానబుధియుం. బ్రమదిత వాక్యపద్ధతియుఁ బాయక లొల్లిటివే మనష్యుడు రముఁ చెడుఁబాసెనేనియును దప్పదు మన్నిటేనామైనుఁ జిత్రము త్జణమాత్రరూపు వికృతం బగు వానికి ఘోరభంగియై.
2. సంతోషమృత తృప్తి నూడినమదిఁ శాంతాత్ములైనట్టి నిశ్చంతు ల్యాంతురు నిత్యసాఖ్యమహిమల్ సిద్ధంబు సంస్కితి నత్యంతక్కేగతాగతభ్రమణదుర్వాగ్యపారమోకుల స్వాంతు ల్యానఁగసేర్రవివ్యధములేశంబుఁ వృథాయాసత్కా.
3. కలలోసం దసు ముసై అఱిగనిమహాకష్టాత్ముఁ ఇనట్టిదు ర్ఘులుఁ డాపత్యమయంబున న్నిజపదాజ్ఞాతంబు లుల్లంబులోఁ దలపందోడనెమెచ్చి యూర్తిహసుఁ తనైననిచ్చు నుని క్షులభక్తిఁ భజయించువారి కిడడఁడే సంపద్యిశేషోన్నతుల్.

III. 1. చరణములు వచును భీతిం

బరవశ హా నొడలు రాలాపడు సెలుఁ గాపఁ

మరణమున సెట్టి చివ్వాము

లరయ్యఁ యూచకుడు దాల్చు నాచివ్వాముల్.

యూచకులకుఁ గలుగు నన్నమరణచివ్వాములలో మిహాపుస్తకమునుఁ జెప్పబడినవానికిని వీనికిని వ్యత్యాసమేమైన నన్నదా ?

2. “ గోగి యుఁ. జిరప్రవాసియుఁ బరాన్నభోక్తయుఁ బర గృహశాయియు జీవన్నుఁతులు ” అని వేటొకపంచతంత్రమిలో నన్నది. మిహాపుస్తకములలో నిండేది విదువబడి యున్నది ?

3. చుట్టుము లేని..... సూనుఁడు లేని శూన్యములు—ఇందు విదువబడిన భూగములను ఘందోభంగము కలగుండునట్టు పూరింపుడు.

IV. 1. వలప్రమ్యకపోవుట్టాండే—‘ ప్రమ్యక ’ అనుదానికి సాధురూప మెట్లుండును ? 2. తగస్గులు చేసెనే విధాతృం డనిస్క—విధా

ఈం డసుదానికి రూపాంతర మేడి ? లీబుకారాంతవదముల కిట్టి దూషములు వచ్చును ? 3. మహాటవీఎసముత్కుటపరిపీష నొందితిరిగావున శిఘ్రులు మాయుణంబు నీఁగుట కిడి కారణంబు—ఇచట శిఘ్రులు అసునది సంబోధన ప్రథమ యగునా ? కాదా ? అయినవో నారగాగమము లోపింప వచ్చునా ? ఏల ?

- V. 1. ఏ మూడు 'ఆసన్న కాలమరణములు' అని చెప్పుబడినవి ?
 2. "ఇవి మహాత్ములగణములై యెన్ను బడును." మహాత్ముల గణములని యెన్ను బడునవి యేవి ?

3. "ఇవి యాఱు సెప్పుడు జగత్కాజ్ఞ ప్రతాపోదయ శ్రీలం జీందుగ విఘ్ను కారణము లై చెల్లుఁ"—విఘ్ను కారణము లై చెల్లు నవి యాఱును నేవి ?

4. "సకలవర్షాశ్రమమాబులవారికి నేను విజ్ఞానప్రదుండ" — వర్షములు, ఆశ్రమములు, ఏవి ?

VI. 1. గ్రహపీడ చంద్రసూఖ్యలవు—చంద్రసూఖ్యల కేయే గ్రహములనట పీడ గలుగును ? పురాణములయందు దానికిఁ జీపుబడిన కారణ మేమి ? సిధ్యాంతగ్రంథములందుఁ జీపుబడిన కారణ మేమి ?

2. నూటపదియోజనంబులపాటి నెగసి యవనిఁ బత్తులు పొడకాంచు నామిషంబు—పైకి నూటపదియోజనము లెగయుట పత్తులకు సాధ్యమగునో కాదో సహేతుకముగా నిరూపింపుఁడు.

3. వననిధిపై శకటంబును నొవరంగా ఏట్లసేల నోడయుఁ జనసే, కాకిముత్కునకు దొండపండు కట్టినట్టు, తోఁడేలినోటిసుండి విడిపింపబడి పులినోటబడితిని—ఈ సామైత లెందు నిమిత్త మెస్వరిచేఁ జీపుబడినవి ?

VII. 1. వసుమతి చేసిన యర్థమువలన సత్యకీర్తికిఁ బ్రాహ్మణము కలిగాను—ఇందలి కలిగ సనుదానిని ప్రేరణాభక్రియనగాఁ జేసి యర్థము చెప్పకుండ ఆవశ్యకము లైనమాన్యలు చేసి పైవాక్యమును వ్రాయుఁడు.

2. కాలపాతబద్ధుండునుం బోలే జీత్రగ్రివుండు సపరివారం బుగా నవ్వులం దగులువడియై—ఇందలి ‘చిత్రత్రగ్రివుండు సపరివారం బుగా’ అనుదానిని ‘చిత్రత్రగ్రివుండును బేవారంబును’ అనిమానిస్తే మతి యై మార్పులు చేయవలెను?

VIII. 1. మోహనిబధుము, కర్క్రట్టీగర్భము, జీవన్మాతుండు, కామిత మండాచుండు—ఫీనికర్థతాత్పర్యములను ప్రాయుండు, 2. ఔర్వ శిఖిం గలంగని మహాభృజలంబు తృణాగ్నిపై చిన్కు దుర్వహాదుఃఖార మయి తోడనె తాపముఁ బొంద సేర్పునే, తప్పజలముఁతే దడినిన యగ్ని దా హీనమగుచు శమిత్తమైన కరణి—ఈ వాక్యము లేసిటు లను స్థాపించుటకయి యుద్ధేశింపబడివి? 3. కోలము నీలకుభూ ద్వీశాలమ్కు—ఇందలి రౌండుపదుములకుఁ గలసంబంధ మేమి? కడ పటిషద మేసమాసము? దాని కర్చ మేమి?

IX. 1. అహాగ్యబాయి యైస్సు డేడేశమును బాలించివది? ఈ రాజ్యసంస్థాపకుఁ డెవు? ఈమెవలె తెలుఁగుదేశమును చక్కుగాఁ బాలించినయొకరాణిపేయ చెప్పి, ఆమెకాలమును రాజుధానిని తెలుపుండు.

2. కుచేలోపాఖ్యానములోని వర్వనస్తునమును, కురంగేశ్వరవర్తక చచిత్రములోని దయాగుణవర్ణనమును మిమాటలతో ప్రాయుండు.

3. కస్తురితిలకము—దీనికి సిద్ధ సాధ్య సమాసరూపములను ప్రాయుండు.

X. 1. మవీళాపుర ప్రాంతగహనభూమి—ఇంపలి యతి పేరేమి? ఇది యైపద్యములలో వాడబడును? 2. ఉత్సాహకు లక్షణ మేమి? “భూతి స్తోయించు కంటే బండితత్వ మున్నదే”—ఈయత్సాహపాదము మతి యై వృత్తపాదమయాడే గావచ్చును? అయినను ఆ రౌండుపద్యములకు థేద మెట్లు? 3. అంలు బెగడ ననికి హరియ యరిగెదను—దీనిని తేటగీతమనకును, ఆటవెలిదికిని, కండమనకును, దగినట్లు యతిప్రాసములను జూపి గణవిభజనము చేయుండు.

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.

TELUGU: TRANSLATION.

I. Translate into Telugu : [See Hindustani Translation paper, page 40.]

II. Translate into English :—

1. తల్లి నీయదరంబులోనఁ బ్రహ్మాసపూర్వముఁ దున్న వాఁ డెల్లి పుట్టెడే గంసు చే భయ ఏంత లేదు నిజంబు మాక్కలవార్కి భద్ర మయ్యెడు నింక నీకదు పెప్పుడుం జ్ఞాన గావలె యూదవాన్చి సంతుసంబునఁ బొందఁగఁ.
2. తాము తమలోన నథికలు తగపులాడ నదుమ నల్పులు లాభంబుఁ బడయు చుండ్రు పుడమిలోఁ బోచు స్టైముఁ బొందు లాభ మనెడు లోకాఁ కి మిగుల సత్యంబు గాడి ?
3. జగతీలోపల బాహ్యవేషములకంటె సగ్గుణంబులు గలుగుటె క్లాఫ్యూతరము పయిమెఱుంగులు రంగులపసలు లేక శుధిహృదయులు లోకవిశ్రతులు గాకి ?
4. పగతుఁ ఔనరించుఘోరపాపంబుకంటె భటునివిక్యాససూత మల్పమె ఘనంబు చేరి సమ్మినిసుని జెఱుచువాఁడు ఘోరపాతకికంటెను గ్రూరతరుఁడు.
5. తాలిమతోడుగూరిమిఁ గృతఘున్నికయ్యెడు నుత్తశాత్రము లేగూనించినం గుణము మిక్కిలి కీడగుఁ బాముపిల్లకుం బాలిడి పెంచినఁ విషము పాయఁగ సేర్చునె దానికోఱలం జూపఁగ నంతకంత కొకచాయన వోచ్చునుగాక భూస్తురా.
6. ప్రపంచములో దేహరోగ్యములో సమానమయినసంపద మతియొకటి లేదు. కొట్టుకొలఁది ధనమన్నును, లత్తులకొలఁది బట్టులును నగలును ఉన్నును, వేలకొలఁది పరిచారిక లున్నును, నూఱుల కొలఁది దివ్యభవనము లున్నును, తఁతలోకములోనివి మతి యేవి యొన్ని

యున్న అసభవించుట కొక్కదేవరోగ్యము లేనియెడల పేసి వలనను సుఖము కలుగదు. మనయవయవము లన్నియు, వేసిపని యందు అవి సరిగా నడచుచు మన కిబ్బండి కలుగఁజేయ కున్నప్పదు, మనళరి మరోగ్యసిలైయం దుండి మనకు సుఖము కలిగించుచుండును. మనయత్రద్వాపలనను లోపమువలనను మనజీడ్కొశమును. ప్రేసులును తిన్నయన్నమును సరిగా జీర్మముచేయకయు, మనహృదయమును నాదులును రక్తము సరిగా ప్రపణించునట్లు చేయకయు, ఉపిరి తిత్తులు గాలిని పీల్చి పంశుధము చేయకయు, మనచర్చ మశుచిగా నుండి చెమట మొదలయినపాసిని పయకి రాసియకయు, ఉన్నప్పదు పలువిధము లయినరోగములు ప్రట్టి సుఖము చెడి పెక్క బాధలు కలుగును.

TUESDAY, 2ND DECEMBER, 10 A.M. TO 1 P.M.
KANARESE : TEXT-BOOKS AND GRAMMAR.

- I. 1. కన్నడ వుఱుభారతద్లి నీఎన్న బీదిదే పవక్కో శంతి పవకవేంచు జేసెను ఏకేకోష్టిరుపుదు? ఇదన్న కన్నడిసిద కవియు విపయదల్లి ఏను బల్లిరి? ఆతన కూలవేసు? సకారణవాగి బలే యిరి. 2. కన్నడ భారతవస్తూ, జ్యోతిసిథారతవస్తూ, ఇర్క్కుండెర రాయిన తపరిత్రవస్తూ యొరు యొరిగి జేఖదండు నిష్టు గ్రంథగ ఇంచ గొత్తుగుత్తదే? యొవ సందధిదల్లి హాగి జేఖద్ద? 3. జ్యోతిసిథారతవస్తూ కన్నడిసిద కవి యొరు?

- II. 1. పరమభాగవతేత్తువును వి ।

స్తురద సమ్మిళ్లాని నిసగో ।

ఖురు తిళుహతక్కవరధద్దై బేంధమ్మెద్దై నిగే ॥

ఆరదేనిక సుఖదుఁబెంపివ ।

బేరసి సమనేందళుఁకదుబ్బదై ।

పరవుయోగదేఖలపునిన్నసుపోగళలరిదేదై ॥

2. ಜರಿಯಂತೆಬಿಲಮುತ್ತಂ ಶಿವಸಂತೆರಾಜಕೇ ।

ಶಿರನಬ್ಜ್ಞ ಭೈಪನಂತೆ ಉತುರಾನನಂ ಸರಿ ।

ದ್ವಿರಸಂತೆ ರತ್ನ ಕರ್ತಂ ದಿವಾಕರಸಂತೆ ನಿದೋಽಷಣಿಂತ್ರಸಂತೆ ॥

ಪರಿಜಿತಸುರಭೀರಮ್ಮೆ ಸಮೃತಾಚೀಯಂತೆ ವಿ ।

ಸ್ತುರಿತಕುವಲಯನೆಂದು ಧರ್ಮಾಜಸಧರೆಷ್ಟೆಗಳು । [ಸು] ॥

ತೆಲುಗುಕಂಡಸ್ತಿನಾವತಿಗೆ ವೇದವ್ಯಾಸಪುನಿಯೋಂವಿನಂ ಬಿಂದ

ವೇದಿನ 1 - ಪದ್ಮಾಕ್ಷರ್ ಸರ್ಜಾನುವಾದವನ್ನೂ 2 - ಪದ್ಮದೂಳಗಳ
ಕ್ಳಾಂಘರನ್ನೂ ವಿಶದವಡಿಸಿ ಅಭ್ಯಾಸವನ್ನೂ ಬಿಡುಗಳಿರಿ.

III. 1. ಒಳ್ಳೆ ಗುಣಪ್ರಭ್ಯಾಸರು ತಮಗೆ ಒಳ್ಳೆಯಂದು ಮಾಡಿದವರನ್ನು
ಎಂದಿಗೂ ಮಂದೆಯಾಗುವುದಿಲ್ಲ ಎಂಬುದು ನಿಷ್ಟು ಓವಿದ ಗ್ರಂಥದಲ್ಲಿ ಹೇಗೆ
ಉವಾಸರಿಸಲ್ಪಿತ್ತದೆ? 2. ಅವಿಳಾಂಥವೊಡನೆ ಬಹುಕದ ಮನುಷ್ಯ
ಸಂಖಾರಪ್ರಯೋಜನಕ್ಕೆ ಸರೀಯಿಂದು ಧರ್ಮಾಧಾರ್ಯನು ಹೇಳಿದ್ದಾನೆ?
3. ಜೈವಿನಿಧಾರತದಲ್ಲಿ ಸೂರ್ಯೋಽದಯನ್ನು ಹೇಗೆ ವರೀಕಣಿಸಲಬ್ಬಿಟ್ಟದೆ?

IV. 1. ದ್ಯುವಸನ್ನಿ ಗೆದ್ದುವನು ಯಾರು? 2. ವಂರಣಾರ್ಥಿ
ಕವು ಯಾವುದಂದು ನಿವ್ಯಾಗ್ರಂಥವಲ್ಲಿ ಹೇಳಿರುತ್ತಾದೆ? ಮಾರು ಉಡಾ
ಹರಣಿಗಳನ್ನೂ ಕೊಡಿರಿ. 3. ಅಕ್ಷಯೇಧಯಜ್ಞದ ಕ್ರಂತಿಗಳನ್ನೂ ಕ
ಯಾದ ಲಕ್ಷ್ಮಣಗಳನ್ನೂ ವಿವರಿಸಿರಿ.

V. 1. ಭೂಸುರಜಸಕ್ಷೇ ನಿಜಧರ್ಮಾದಲ್ಲಿ ಜೀವನ ಸದೆಯಾದಿದ್ವಾಗಿ
ಯಾವ ಯಾವ ವೃತ್ತಿ ಬಿತ್ತವಲ್ಲ ವಿಂದು ಹೇಳಿದೆ? 2. ಗತಕಲುಪನಷಣನು
ಯಾರೆಂದು ಹೇಳಲ್ಪಿಟ್ಟಿದೆ? 3. “ಕೊಲಲು ಸಲ್ಲಿದು ಧರ್ಮಾದಲಿ ಇಗೆ
ಗಳನು.” ಯಾವಾಗ? 4. ಸಕ್ತಿಂತ್ರಿಯ ಮತ್ತು ಧರ್ಮಾಧಿಕಾರಿಗಳಲ್ಕು
ಣಗಳು ಯಾವುದು ಎಂದು ನಿಷ್ಟು ಓವಿದ ಗ್ರಂಥವಲ್ಲಿ ಹೇಳಿದೆ?

VI. 1. ಮಂದೆಯ ಬೇಂಜಾದು _____ ।

ಮಂದೆಯಲಾಗದು _____ ।

ಎಗಲಾಗದು _____ ತತ್ತ್ವರತೆಯಿರಬೇಕು ॥

ತೊರೆಯು ಬೇಳುದು— ಮಿಗೆ !
 ತರಿಯು ಬೇಳುದು— ಯಿದೆ !
 ಸರಿತುನಡೆದರೆ ನೃಪತ್ತಿಕೆಪರ ಸೌಖ್ಯವಜುದೆಂದೆ ॥
 ಅದನ್ನು ಪೂರ್ವೇಸಿಬಳೆಯಿರಿ.

2. ಭೈಚಿಸಿದೆವಣ್ಣನೆರವೆ ಡಾ !
 ಯಾವರನು ಸಂಕರಿಸಿ ಗುರುಗಳು !
 ಭೇದವಿಂದಿರಿದಾಪಿತಾವುಂಟಾಗಲಾವ ಮಾಡಿದೆವು ॥

ಈ ಪದ್ಧತಿ ಧೂದಲ್ಲಿ ಸೂಳಿಸಲ್ಪಟ್ಟಿರುವ ಪೂರ್ವಾಳ್ಫೆಯನ್ನು ಸಂಕ್ಷಿಪ್ತವಾಗಿ ಬರೆಯಿರಿ.

VII. 1. ಸತ್ಯಸಂಧಿನಾಡ ಹರಿಕ್ಕಂಡೆ ಮಹಾರಾಯನಿಗೆ ಕಷ್ಟಂಗಳೇ ಒಂದಿದ್ದರೆ ಏನು ಕಾರಣ ? 2. ಉಂಪ್ರೇಮತಿಯು ಕಂತಸೂತ್ರವು ಯುರಿಗಳ ತಿಳಿಯಿದೆ ಇರುವುದಕ್ಕೆ ಏನು ಕಾರಣ ? ಹರಿಕ್ಕಂಪ್ರೇನಿಗೆಮೊತ್ತ ಕಾಣ ಬಂದುಮಂಹಿರೆಗೆ ? 3. ಪತಿಪ್ರತಾಧಿಮಂಗಳು ಯಾವುದ್ದನ್ನು ಎಂದು ನಿಷ್ಟು ಓದಿದೆ ಹರಿಕ್ಕಂಡೇಲ್ರಾಮಾಖಾನ್ಯಾಸವಿಂದ ಕಂಡುಬಿರುತ್ತದೆ ?

VIII. 1. ಅನಿಕ, ಅನಿತ; ನಿತಿಷ, ನಿತಿತ; ತರುಣಿ, ತರುಣಿ; ಜಾತಿ, ಜ್ಞಾತಿ; ಪರುಪ, ಪುರುಪ; ಉರಿತ್ರ, ಜಾರಿತ್ರ; ಈ ದ್ವಾಂದ್ವ ಶಬ್ದಗಳ ಅರ್ಥ ವ್ಯಾತ್ಯಾಸವನ್ನು ಬರೆಯಿರಿ. 2. ವಿಧೀ, ದಿಕ್ಕೆ, ಕೃಜನ, ಕುದ್ದಿಲ, ಪತಿಪ್ರತೆ, ಸೋಬಿಗು, ಜಿಗೆಳೆ, ಗೇತೆ, ಬೆತ್ತೆ, ಗಾವಿಲ;—ಮೇಲಿನ ಶಬ್ದಗಳಲ್ಲಿ ತತ್ತ್ವಮಂತ್ರದ್ವಾರಾವಿಂಗಿಸಿ, ತತ್ತ್ವಮರ್ಕೆ ತದ್ಭವವನ್ನು ತವ್ರಿತ್ವಕ್ಕೆ ತತ್ತ್ವಮಂತ್ರನ್ನು ಬರೆಯಿರಿ.

IX. 1. ಕನ್ನಡ ಮಹಾಭಾರತವೂ ಚೈವಿನಿಭಾರತವೂ ಯಾವಯವ ವ್ಯಾತ್ಯಾಸದಲ್ಲಿ ಬರೆಯಿವೆ ? ಆ ವ್ಯಾತ್ಯಾಸಗಳ ಉಕ್ಕೇಣಿಗಳೇನು ? 2. ಕೆಳಗಿನ ಧಾತುಗಳ ಭೂತ ಕೃಧ್ವಾರ್ಥಿರೂಪಗಳನ್ನು ಬರೆಯಿರಿ; ತರು, ಪಡು, ಮಿಳಿರು, ಬಿಗು, ಕಾನು, ಸ್ವನು, ಮುನಿ, ಬಲಿ. 3. ತೇರುಮಂತ್ರ, ಮೇಘಾಶ್ವಿಮ, ಮುಕ್ಕಣಿನು, ಅಂಗಾಲು;—ಇವು ಯಾವ ಸಮಾಸಗಳಾ ? ಸಕಾರಣವಾಗಿ ಬರೆಯಿರಿ. 4. ಕೆಳಗಿನ ಶಬ್ದಗಳನ್ನು ಸಂಧಿಮಾಡಿ ಬರೆ

ಯಿರಿ; ಮಹಿ + ಇಂದ್ರ, ಮಹಾ + ಕೆಷ್ಟರ, ವಿಹ್ನು + ಉತ್ಪವ್, ಪ್ರಶ್ನು + ಉತ್ತರ, ಸತ್ಯ + ಲಕ್ಷ್ಮಣ, ಬೀತ್ + ಕತ್ತ, ತೇಜಃ + ವಂತ, ತಮಃ + ತರ್ಣಿ.

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.
KANARESE: TRANSLATION.

I. Translate into Kanarese : [See Hindustani Translation paper, page 40.]

II. Translate into English :—

1. ಒಡಿಯಾಲಿ ಬೋಳಿದಿಂಗಳಾಯಿಲು

ಪೂರ್ವವಿಸಿದುದು ತಂಪು ಬಿಕಬರಿ

ವಾರಕಾಪ್ಯಾಯನವನೊನಂದವನು ಬೀರಿದುದು ॥

ಓರಣದ ಹಂಜಾಗಳ ಬೇಳಕಿಗೆ

ಭಾರುಭೂಷಣದಿಸ್ತಿ ಕಂಗಳ

ಕೈರೆರಯಿಸೆ ಬಿಕುಂಘಾದ್ವರವ ಮಿಗಲ್ಯಿದಿದರು ಪುರವ ॥

2. ತುರುಗಿತ್ತೆತ್ತೆತ್ತೆಲುಂ ಪ್ರಳಯಕಾಲದ ವೇಂಫು

ವೇರಗುತ್ತಿವೆ ಬರಿಯ ಬರಗಿದಿಲ್ಲ ಲ್ಯಾತ್ತೆತ್ತೆಲುಂ [ಣಿಗಿವೆ] ॥

ಕರೆಯುತ್ತಿದೆ ಬಿರುಗಾಳ ಧೂಳ ಲ್ಯಾತ್ತೆತ್ತೆಲುಂ ಕತ್ತಲಿಗಳಿಟ್ಟು

ತೆರೆಯಬಾರದುಕ್ಕಣ್ಣ ಮುದೆದು ಕಣ್ಣಿರೆಯೆದಿ

ಕ್ಕರಿಯಬಾರದು ವುಹಾದು ಅವಿದೆತ್ತೆಣದೊ ಜಗ

ದೆರೆಯನೇ ಬಿಲ್ಲನೆನುತ್ತಿದುಂಡಾ ಸ್ನೇಸಿಕಂ ಹೃಡಿಂಬಿಕ್ಕತವೂ [ಯೆಗೆ] ॥

3. ಗುಣವಂತನಾಗಿ ಬಿಳಿಸ್ತುದು

ಜಣವಳಿದಡಿ ಗುಣವನೆಳಿಯಲಾಗದು ಪುರಂಧಂ ॥

ಗುಣವ್ಯಾಂದಕಳುವರಲ್ಲದೆ

ಜಣಕಳುವರೆ ಕಳಿದಬಳಿಕ ಇಂಡಿರತ್ತು ॥

4. ಆಗ ದುಕ್ಕಿಲೆಯು ಉಂದ್ರಮಂಬಿಯನ್ನು ಕುರಿತು - ಎಲ್ಲಿ
ದುಖ್ಯಯೇ, ನಮ್ಮ ಮನಯಲ್ಲಿ ಕುಕ್ರವಾರದರಿನ ಹೀಗೇಕೆ ಅಳುತ್ತ
ರಾವ? ನಿನ್ನ ತಾಯಿತಂದಗಳಾದರೂ ಸತ್ತಾನೇನ್ನಿ? ಇನ್ನಿಲ್ಲ ಆಳಿತ್ತ

ಗದು, ಆಜೆಗೆ ಹೋಗು, ಯಂಜವನನರೆ ಬಂದು ಕೊಂಡಿಪ್ಪು ಕೇಳಿದ್ದಾರೆ, ಸುಮ್ಮುಸ್ಕೆ ಅಳುತ್ತಿರುವೆ ? ಹೇಳೇ - ಎಂದು ಗದ್ದಿಸಿದ್ದಳು. ಅದಕ್ಕೆ ಉಂದ್ರವುತ್ತಿ ಅಂಜಟಿಂಬಿದ್ದೆ ದೂರಿಗಿ ವಿನಯದಿಂದಿಂತೆಂದ್ದಳು : ಈ ತಾಯಿ, ನನ್ನ ಪ್ರತಿನ್ನಿಸು ನಿನ್ನ ಗಂಡನಿಂದ ಕಳುಹಿಸಲ್ಪಟ್ಟು ವಸಕ್ಕೆ ಹೋಗಿ ತಕ್ಕೆ ದವಷ್ಟಿನಾದನಂತೆ. ನಾನೇನು ಮಾಡಲಷ್ಟು ? ಸ್ವಲ್ಪ ಮುಖ್ಯವಂದರೆ ಪಾಲಿಸಿದರೆ ತ್ವರಿತವಾಗಿ ಚೆಷ್ಟಿವನ್ನು ಕೊಂಡು ಹೋಗುವೆನು. ನನ್ನ ಪ್ರತಿನ್ನಿಸಿತ್ತಾಗೆ ನಿನ್ನ ತ್ವರಿತವಾಗಿ ಹೋಗಿ ತಾಯೇ - ಎಂದು ಹೇಳಿದ್ದಳು. ಅದಕ್ಕೆ ದುಶ್ಯೀಲಿ - ನಿನ್ನ ಸಮಾಜಾರ ತಿಳಿಯಿತು. ಮರಳ ನಿನಗೆ ಧನಕ್ಕೆಂಡಿ ಜೇಕೆಂಡೇ ? ಬಾಲಕನನ್ನೆಲ್ಲಿಯೇ ಅವಿತೆಂಟ್ಯಾ ಹೀಗೆ ಹೇಳುವೆ, ನವ್ಯ ಮನ ಯಾಲ್ಲಿ ನಿನ್ನ ಸೇರಿದ್ದರಿಂದ ಧನವೆಲ್ಲವೂ ನಾಶವಾದುದು ; ನಿನ್ನರಣ್ಣಕ್ಕೆ ತರಳದರೆ ಮನಯಾರ್ಥಿನಿಂದಾಗಿ ರು ಮಾಡುವರು ? ನನ್ನ ಗಂಡನು ಬಂದರೆ ಉಂಟಾರಿದುವರು ? ಹಸುಗಳಿಗೆ ಜುಲ್ಲು ಮುಂತಾದುದನ್ನು ದೂರಿಸು ಹಾಕುವರು ? ಚೋಗಾತೆಯಾದ ನನಗೆ ಯಾರು ಪರಿಚಯೇಯಂ ಪಾಡುವರು ? ಇನ್ನು ಇಂತಹ ಮಾತುಗಳನಿಡಿಬೇಡೆ ; ಹೋಗು - ಎಂದು ಗದ್ದಿಸಿದ್ದಳು. ಕ. ಮಹಿಂದ್ರನು ಹೊರಟಿಪ್ಪು ಹೋದನು. ಕಳ್ಳು ಣಿಯು ಮಗುವನ್ನು ಇಟ್ಟಿಪ್ಪುಕೊಂಡು ಬೆಳ್ಳಿಕಿಲ್ಲದ ಜನಕಳನ್ನು ವಾದ ಆ ಮನಯಾಲ್ಲಿ ನಾಲ್ಕು ದಿಕ್ಕುಗಳನ್ನೂ ನೋಡುತ್ತ ಬಬ್ಲ ಹೇ ಕುಳಿದ್ದಳು. ಅವಳಿಗೆ ಬಿಂದು ಭಾಯಿವಾಯಿತು. ಎಲ್ಲ ನೋಡಿದರೂ ಬಬ್ಲ ರೂ ಇಲ್ಲ ; ಮನುಷ್ಯರ ಶಬ್ದವೇ ಇಲ್ಲ. ಬರಿಯ ನಾಯಿಗಳಕೂಗೇ ಹೊರತು ಜೇ ಚೇಳಿದಿಲ್ಲ. “ ಅವರನ್ನು ಪಿತಕ್ಕೆ ಕಳುಹಿಸಿ ಬಿಟ್ಟಿಸೋ ; ಇಸಿವಾದರೂ ತಡೆದುಕೊಂಡಿಬಂದಿದ್ದಾಗಿವ್ವಿತು. ಇನ್ನೇನು ಮಾಡೋಣ ? ನಾಲ್ಕು ಕಡೆಯ ಬಾಗಿಲಾಗಳನ್ನು ದರ್ಶಿ ಹಾಕಿಕೊಂಡು ಕುಳಿತೇಂಣ ” ಎಂದು ಮನಸ್ಸಿನಲ್ಲಿ ಅಲೋಚನವಾಡಿಕೊಂಡು ಬಾಗಿಲಬಳಿಗೆ ಹೋಗಿ ನೋಡಿದ್ದಳು. ಅದಕ್ಕೆ ಕದೆ ಅಗಣ ಯಾವುದೂ ಇರಲ್ಲ. ಬೇರೆ ಉಪಾಯ ವಿಲ್ಲದೆ ಹಾಗೆಯೇ ನಿರಿಷ್ಟಿಸುತ್ತ ಕುಳಿತುಕೊಂಡಿದ್ದಳು. ಇದಕ್ಕಿದ್ದ ಹಾಗಿ ಮುಂಬಾಗಿಲಿನಲ್ಲಿ ಪನೋ ಬಂದು ನೆಳೆಲಿನಹಾಗಿ ಕಣ್ಣಿಗೆ ಬಿದ್ದಿತು. ಅದು ಮನುಷ್ಯಕ್ಕಿಡಿಯಾಗಿ ತೋರಿತು, ಅದರೆ ಮನುಷ್ಯನೆಂದು ಬೋಧಿಯಾಗಿಲ್ಲ. ಅತಿ ಕುಷ್ಟವಾಗಿ, ಬಿಲುಕುಪ್ಪಾಗಿ, ವಿಕಿಟಿಕಾರಿವಾಗಿ

മുൻപ്പ് സംശിദ്ദ യോവുദേഹി ഒറംദു പ്രക്തിയു നിബാരണം ചെയ്യാനു ഒരു നിംഠാക്കോം തിരുത്തി. അദു അസ്തീയും മൊട്ടാടി വഴിപ്പുവാദ തന്നെ കേയുന്നു തു ഭണഗിക്കേം ഗിരു ഭർജ്ജനിനും സ്നേഹാദി യാരഞ്ഞും കേയിൽ. അദ ന്നു നേരി കല്ലുണ്ടിനി ഗംഡിലിരണി ജോയിൽ.

TUESDAY, 2ND DECEMBER, 10 A.M. TO 1 P.M.

MALAYALAM: TEXT-BOOKS AND GRAMMAR.

I. 1. കിളിപ്പാട്ടായി കവന നിംഠാം ചെയ്യാതിനാജി കാഡാം എന്നെപ്പും മാനൈന്നാരിപ്പിച്ചു വരുന്ന (3 കാഡാം റതി). 2. ചാണക്ര സ്വത്വം എന്നാൾ അത്മഭാവ ? ഇതിനു സംശ്ലേഷിപ്പിച്ചു റോർ എന്നെന്നും അഭ്യന്തരിനു വികിപ്പാൻ കാണേണ്ടാണെന്നും എഴുതുക.

II. 1. അതുമുഖ്യത്വിനും കാഡാം നേരയുള്ള
വിശ്വിപ്പാൻ തക്കവള്ളും മതിതാം.

2. വിഞ്ചവാനാകം കിരാതായി നാമനേന
പാംവനമാനസൻ പെപരുക്കാത്മകാണ്ട
ജീവി. തവും നാംകി ലിത്രാക്കിടിനാൻ.

3. അങ്കാം വേഞ്ചിവനു ഹാടിയാധിഃപത്ര
പോക്കാവത്പ്രതാനാൻ കണ്ടു റിഡ്ലിണാവെട്ടു.
ഇതിനും അത്മം ഗ്രൂപ്പത്തിൽ എഴുതുക.

III. 1. എന്നൊരു കുട്ടാം ഭജ്നും രജനും കൈജീപ്പിച്ചി
ത്രാതും വരുന്നാം ചാണക്രനെന്നനല്ലോ നാം
ശ്രദ്ധിച്ചതല്ലെന്നാജിതിനു നിഃശാ ചനം. എണ്ണിനെ.

2. ശില്പം ആസ്തിനുവനേന്നാണു കാണേണ്ടാം
കല്പക്കുമ്പിം തേനു ശാഖ്യനും വാഹനം. അത്മം
എഴുതുക.

3. വേഞ്ചതില്ലതുകാണ്ട തേനു നാം കരാറ്റും
കാടിട്ടുണ്ടുവായം.
ഇതിനും നാംവാത്മം നേരം പറക്ക.

IV. 1. അനിധിചന്നിയം, ആരഞ്ഞെട്ടാം, മുതിപ്പുരികം വീക്കാച്ചി,
ക്കാപ്പം, നാഞ്ഞാരിനു (ചാപ്പഞ്ഞം മുറിക്കായം) അരുദയേന്നാളും

അം. ഇവയുടെ അത്മം എഴുതുക. 2. ക്ഷുദ്രം, ജീവിതം; കാരം, ശൈലി, അനുഭം, കോശപം കാരംഗാനിന്ന് ഒരംഗണക്കം എഴുതുക. 3. ഉദാഹാ, ഭാരസാ; ദാനം, അതോനം; ഇവയുടെ അന്തർഭീഖ്യജീവിക്കുക. ക്ഷേമം കാണിക്കു.

V. പ്രതിന്തിയയുടെ പുരാഖാലിയായ ലേപക്കം അനുറിൽ ഉണ്ടാ ആരും അന്താരാഷ്ട്ര ഉദ്ദേശ സാമ്രാജ്യജീവക്ക് വിശ്വാസയോഗ്രഹണാക്കി തുടിക്കുന്നു. ഇതിനുശ്രേഷ്ഠ അത്മം എഴുതുക. കുമാസംബന്ധവും പറക്കു.

VI. 1. അഭാവിലിപ്പാതൊ റഗിംഡാവക്കർ പിടിപെട്ടു

പാരാരകർ പോലെ ചോറിഞ്ഞാക്കുപെ ചന്ദ്രാരവൻ.

ഈ തിൽ കീഴ്'വരയുണ്ടു് പാഞ്ചാശി വ്യാംകരിക്കു.

2. എന്നതു കെട്ടു ഭടകാന്മാ രജക്കുന്നുരു
മാനിരതിക്കു ചെന്നാതിരഞ്ഞാ നന്നനുരു
കണ്ണതില്ലെന്നും മുഹം ശ്രൂരാജ്യജീവക്ക്
മാളി വന്നെന്നും ഞങ്ങൾക്ക് കണ്ണതില്ലെന്ന ചൊന്നാർ.

ഈതിനെ വാക്കുങ്ങളായി പിംബാമിച്ചു അഞ്ചുംനുസംബന്ധം താണിക്കു.

VII. 1. വിഭക്കി, പ്രത്യയം, അരുവുംതൃപ്പണം, സർവ്വാഭം, ഇവ തൈ വിവരിക്കു. 2. ഗതയൻ പക്ഷിരാജനാക്കന്നു. ഇന്നിക്കു അതു ശം പിശ്ചുംലില്ലെന്നാണ് ഞാൻ പറഞ്ഞു. അവൻ അമലനാല്ലെന്നാണ് ഞാൻ പാഞ്ഞുനു. അദ്ദേഹം വിശ്വാസമനാല്ലെന്നാണ് എന്നുറുത്തി നിന്നില്ല. * ഈ തിൽ വസ്തു പിംഗാജുവാനാക്കിൽ തിരുത്തി എഴുതുക.

VIII. 1. ചൊല്ലുവിക്കി, തണ്ട്രത്ത്വി, അപാദച്ചയം, അപുരാജനം, കനിപ്പി, ഇന്ത്രാദി, ഒരം കാരംഗാനിന്നുരു അത്മം വ്യക്തമാക്കുകയുണ്ടും വാചകങ്ങിക്കു ചേരുത്തുകു. 2. അരുവും + കാഡം, മുക്കു + മരായ; തേനും + ചോരം; പുലി + തേരാൻ. 3. ഒരം കാരംഗാനി മുട്ടി എഴുതുക. 4. കേളുനു, അരുളുനു, ദേണുനു; ചീരുനു, ഇവയുടെ ഭേദ അപാദ എഴുതുക.

MALAYALAM: TRANSLATION.

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.

I. Translate into Malayalam: [See Hindustani Translation paper, page 40.]

II. Translate into English:—

1. (a) ഒരു വേദാലിന്മാരുടെ പഞ്ചം.

(b) ദുർഘട്ടിൽ അപിത്യാം വിഷ.

(c) സാധ്യന ക്രഷ്ണം ശശക്താശല ലക്ഷ്മണം.

സാജീ ശ്രൂപ്യാ! അമ്മുന്ന കാഡാച്ചവിലിയം വില്ലൃഥിയം വിശ്രൂതന്. രാജ പ്രവർന്നായ അമ്മുന്ന നീചലുണ്ടാജ്ജ നീതിക്കൂപ്പാണിയേദ്ധു; എല്ലാ പരിഹിതമാരുടെ ദരിക്കലം കണ്ണിട്ടില്ലെന്ന ഭാവിക്കുന്ന കാപട നാട്ടം അംഗങ്ങിൽനിന്നും. അവിടങ്ങളുടെ മനസ്സിനാനു കൂടു പറിശാഖയിൽ; മനസ്സിൽ കരിക്കലും സ്വന്തം മരക്കുന്നതല്ല.

അതുമാവു വാങ്ങി ത്രിച്ചാ ചേരാൻരാജിയാത പാഠം

അതുമന്മാനിന്നുപികിൽ ഭരാരാതവന്ന മുണ്ടാ?

എന്നു അവികയില്ലെന്നു വാണിജ്യ പരഞ്ഞതുകൈണ്ടു എന്നിക്കു ചോക്കം വരാനില്ല. അവിടങ്ങളുടെ അന്നും കംം ലൈബാം അറിയും. ഒരുവസ്താനില്ലെന്നതിലാകന്ന റോ വിധ അന്നും കംം ചെറുന്നതു. അധികമാണും ചെയ്യുന്ന കരാഴും റഹംഡുര കൂക്കിയിൽ അക്കൂട്ടത്തെയും കറിന്നിക്കുകളും പാത്രങ്ങാക്കാതെയും തുരിക്കുന്നതല്ല. മനസ്സുണ്ടും ഇംഗ്ലീഷ് രാജും അംഗീകാരിക്കിയം ഇംഗ്ലീഷ് റൂൾസ് റൂൾസ് ഉണ്ടും ദിശ്യം ഉണ്ടും. പ്രാണികളുടെ കംംസാക്കി ഇംഗ്ലീഷ് അനുഭവമായാൽമോ? അതല്ല.

അതിന്തു ചല്ലുമാത മന്ദാനിലഗംാതം

അതുകാശം ക്രമി ഒധം ഏദാം യാദം

അമ്മല്ലും രാത്രിതാശം റോ സാന്തുകൾ ധാന്മ

ഭന്നിപര പരിനാധപരവ മുണ്ടിണ്ണിട്ട്

മനു ഒരുപുഞ്ച ഭന്നതു ധരിച്ചാലും.

അപുതരാജാവായ അഭൻ അംഗത്വാലിനെ പരഭവാക്കൽക്കിൽ നിന്മുഖാഖാലി ദണ്ഡപ്പിക്കാം. ധാന്മിക്കുന്നാംമാത്രം ധാന്മാജാവിനെ ചെപ്പുടക്കാതിരിപ്പാൻ സാധിക്കുംബി. അവർ ഇംഗ്ലീഷും അംഗീകാരിക്കാം.

TUESDAY, 2ND DECEMBER, 10 A.M. TO 1 P.M.
URIYA: TEXT-BOOKS AND GRAMMAR.

- I. ନିମ୍ନଲିଖିତ କବିତାଙ୍ଗମାନକର ସରଳ ବ୍ୟାଖ୍ୟା କର ଏବଂ
ସେହିରେ ରେଖାଚାର ହୋଇଥିବା ପଦମାନକର ଅନୁୟ କର ।
- (କ) କାହିଁ ସେ ଅଯୋଧ୍ୟା ଧନ୍ୟା ଯୋଧେନ୍ଦ୍ର ଜନମା ।
ଶତ୍ରୁ ତେଜୋ ଭାନୁ ଯହିଁ ଉର୍ଜାଲ ପହଲେ ॥
ହିମୋଛୁଳ ହିମାଚଳ ଶିରେ ଦିନମଣି ।
ହେମ ରଣ୍ଜି ବିଶ୍ଵେ ଯଥା ନିଶା ପ୍ରଭାତଲେ ॥
- (ଗ) ବାରୁଣୀ ଗଗନ ପ୍ଲାବିତ ପ୍ରଭାରେ ।
ଗନ୍ଧି ନଗରୀ ଶୋଭାନୁ ଅକ୍ଷାରେ ॥
ବାରୁଣୀ ରାଣୀକ ପିନ୍ଧି ସ୍ମର୍ଣ୍ଣଚେଳ ।
ସଖୀ ସଙ୍ଗେ ଶେଲୁଛନ୍ତି ପଂଗୁ ଫେଳ ॥
ସୁବର୍ଣ୍ଣ ବିମାନ ସ୍ଵର୍ଣ୍ଣ ରଥ ଦୋଳା ।
ନଭମୁଳେ କେତେ ହୋଇଛନ୍ତି ତୋଳା ॥
ସୁବର୍ଣ୍ଣର ନଦେ ବହେ ସ୍ଵର୍ଣ୍ଣ ସ୍ତ୍ରୋତ ।
ସୁବର୍ଣ୍ଣ ଅଞ୍ଚାଲେ ଚଳେ ସ୍ଵର୍ଣ୍ଣ ପୋତ ॥
ସୁବର୍ଣ୍ଣ ମଞ୍ଚରେ ସୁବର୍ଣ୍ଣ ଅସନ ।
ତହିଁ ବସିଛିକ ଦେବ - ବେହରଣ ।
- III. ନିମ୍ନଲିଖିତ ବାକ୍ୟମାନକର ବିଶବ ବ୍ୟାଖ୍ୟା ଲେଖ, ଏବଂ
ରେଖାଚାର ପଦମାନକର ସମାପ୍ତ ବ୍ୟାଖ୍ୟା କର ।

(କ) ଭରତ - ବର୍ଷକୁ ବହୁଗତ ହୋଇ ବର୍ଷାନ୍ୟରରେ ବିଚରଣ ନ-କଲେ ଅଗ୍ନୁୟାତର ଜ୍ଞାନଶତା ଉପଲବ୍ଧ ହୋଇ- ପାଇବ ନାହିଁ ।

(ଖ) ଯେଉଁ ସବୁ ସୁକୁମାର ଶିଳ୍ପ ବିଦ୍ୟାଦ୍ୱାରା ମନୁଷ୍ୟ-
ସଂସାର ଏପରି ଶ୍ରୀ ସନ୍ତତି ହୋଇ ଥାଇ ଛଇ - ସମୁଦ୍ରାପୁ ଓଜିନ୍ଦର୍ଯ୍ୟ-
ଜୀବନରୁ ପ୍ରସ୍ତୁତ ।

(ଗ) ପୃଷ୍ଠାରେ ଯେତେପରିକାର ଦୁଷ୍କାର୍ଥ ଅନୁଷ୍ଟିତ ହେଉ
ଅଛି, ତାହାର ଅସ୍ଵକାଳ ଯେ ଶ୍ରମ ବିହୁକ ଇନ୍‌ସ୍ପ୆କ୍ଟର୍‌ର ବ୍ୟକ୍ତି-
ମାନଙ୍କଦ୍ୱାରା ସଂଖ୍ୟାଦତ ହେଉ ଅଛି, ଏଥରେ ଅଣୁମାତ, ସନ୍ଦେହ
ଜାହିଁ ।

(ଘ) ଭାରତବର୍ଷରେ ସେପରି ମାନ୍ୟତାକୁ ଭୂମିକାଙ୍ଗ ଦିଗଳ,
ଏବଂ ଅମ୍ବେମାନେ ସେପରି ମନ୍ତ୍ରାର୍ଥ ବହୁଦର୍ଶିତାର ଆକାଶୀ ଜୋହାଁ ।

(୯) ଭୂବନବିଜୟ ସତ୍ୟର ଅଜେଯ ଶକ୍ତି ନିକଟରେ
ସମସ୍ତେ ପ୍ରଣାତ ହେବେ ଏବଂ ସବୁପ୍ରଜାର ମିଥ୍ୟା କୃସଂଖୀର ଓ
ଅମଙ୍ଗଳକୁ ବାରୋଡ଼ିତ ସାହସ ସହକାରେ ପାଦ ଦଳିତ କରିବେ ।

IV. ତଳ ଛିଣ୍ଡିତ ପଦମାନକର ଅର୍ଥ ଲେଖ ।

ଅଧ୍ୟବସ୍ତୁ, ଅଧ୍ୟାପ୍ତି ବର୍ଗ, ଥାନ୍ତୁହାରୀ, ତୁଳକା ସାପେକ୍ଷ,
ମନ୍ୟୁଲୀ, ପ୍ରତିହାରୀ, କୋକବଧୂ, କରକା, ଦାସେରକ, ତୌର୍ଯ୍ୟତ୍ତକ ।

V. (କ) କୁଦନ୍ତ ଓ ଉଷ୍ଣିତ ପ୍ରତ୍ୟେ କାହାକୁ ବୋଲି ।
ତିନି ଗୋଟି କୁଦନ୍ତ ପ୍ରତ୍ୟେ ଓ ତିନିଗୋଟି ଉଷ୍ଣିତ ପ୍ରତ୍ୟେର
ଉଦ୍‌ବାହରଣ ପ୍ରସ୍ତୁତ କରି ତିନି ଗୋଟି ବାକ୍ୟା ରଚନା କର ।

(ଖ) "ସୁର୍ଯ୍ୟର ସର୍ଗାସେହଣ କଲେ" ଏହି ବାକ୍ୟକୁ କରଣ କାଚକ, ଅଗାଦାନ କାରକ, ଅସ୍ତରକରଣ କାରକ ଓ ଅସମାଧିକା କ୍ରୂର ପ୍ରେସ୍ ଗଦାର ବନ୍ଦିତ କର ।

(ଗ) ସ୍ଥାନ, ମନ୍ତ୍ର, ଯୋଗ, ସୃଷ୍ଟି, ମତ, ଅବସର, ଉଦୟ, ଏହି ଶବ୍ଦମାତ୍ର କେଉଁ, ଧାରୁଳ କି କି ପଢିଯୁ ଯୋଗେ ସିଦ୍ଧ ।

VII. "ଆଶା" କବିତାର ଭାବ ସଂକ୍ଷେପରେ ଓ ବିଶବ୍ଦବ୍ୟାପେ ଲେଖ ।

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.
URIYA: TRANSLATION.

I. Translate into Uriya : [See Hindustani Translation paper, page 40.]

II. Translate into English :—

(କ) ତେଜଳ ତମିର ନିଜ ରାଜ୍ୟପାଠ ।
ନବୋଦିତ ଦେଖି ଶବ୍ଦଶ୍ଵରାପ୍ତାଠ ॥
ପାପୀହୁଦେ ପୁଣି ପଦ୍ମତ କନରେ ।
ଆଶ୍ରୟ ରଜିଲ ଯାଇ ତରତରେ ॥
ଧୂଳିଛିଜଟାରୁ ଯେଜେ ଗଙ୍ଗାଜଳ ।
ଜୋଦ୍ସ୍ଵାପୁର ପୂରୁଅଛି ଧରତଳ ॥
ବିଭାଗ ଜ୍ୟୋତିଷ୍ମା - ହାସିମା ଯାମିମା ।
ଶେତଦ୍ୟାପ ପ୍ରାୟେ ଦଶର ମେଦିମା ॥
ହଳେ କାଠଯୋଡ଼ ମାଳ ଜଳରଣି ।
କୌରୁକେ ଚନ୍ଦ୍ରକା ତହିଁ ବୁଲେ ଭସି ॥
କରୁଣ୍ଟର ସମ କରେ ହକମକ ।
ହୁବ ବାତିବନ୍ଦେ ଚନ୍ଦ୍ରମା ପଦକ ॥

ଜ୍ଞାନେ ବୋଲା ହୋଇ ହୁଏ ସେଇତ ।
 ଚିତ୍ର ପ୍ରାୟେ ଦୂରେ ଦଶୁଛି ପଦତ ॥
 ତରୁ ଶିରେ ବସି ଚକୋର ଚକୋର ।
 ନରେ ଢାଳୁଛନ୍ତି ସଙ୍ଗୀତ ଲହରୀ ॥
 ଜ୍ଞାନୀୟମୁତ ସଙ୍ଗେ ପ୍ରେମା ମେତ ପାନ ।
 କର କ୍ଷଣେ କ୍ଷଣେ ଧରୁଛନ୍ତି ତାନ ॥
 ଦିଗ୍ନୀ ଦଗନ୍ତରେ ହୋଇ ହକାରିତ ।
 ଚନ୍ଦ୍ରାଲେକେ ନିଶି ଯାଉଛି ସେ ଗାତ ॥

(ଖ) ସେ ଇତାଲୁ ଏକ ସମୟରେ ଅର୍ଜିଗତର ଅଧୀ-
 ଘର ସଲ ; ସେ ଇତାଲୁ ସିପିଯ୍ୟା, ସାଇର, ପଞ୍ଜି, ଗାରିବଲ୍‌ତି
 ବାରକେଣରମାନଙ୍କର ଜନ୍ମଭୂମି ; ସେ ଇତାଲୁଦେଶରେ ବର୍ଜିଲ,
 ଦ'ଲ୍ଲେ, ତାସୋ, ପିତ୍ରାର୍କ କବିରୂତାମଣିମାନେ ଜନ୍ମଗତିଶା କର
 ସଲେ ; ସେ ଇତାଲୁ, ଗାଲିଲିଯ୍ୟା, କୋପନିକସ, କଲମ୍‌ସ
 ପ୍ରକ୍ଳବ ପ୍ରତିଭାଶାଳୀ ମହାଭୂମାନଙ୍କର ଧାର୍ତ୍ତାବୁଧ ; ସେ ଇତାଲୁ
 ଗ୍ରାହିଯାନ କାଥରିକ ସଂପ୍ରଦାୟର ପ୍ରଭାବ ବିପ୍ରାର କର ପ୍ରାୟ ସମୟ
 ଉଭୟରେ ସ୍ଥାପନା ସ୍ଥାପନା ପଦତଳରେ ରଖିଅଛି ; ଯହଁରେ ସାଧାରଣତତ୍ତ୍ଵ
 ଶାସନ ସହପ୍ରଥମେ ପ୍ରତିଷ୍ଠିତ ହୋଇ ରୋମ, ଜେନୋଆ, ଫ୍ଲାରେନ୍‌ସ୍ଲୁ
 ନଗରମାନଙ୍କୁ ଅତ୍ୟନ୍ତ ସମୃଦ୍ଧିଶାଳି ନା ଜର୍ବିସଲ, ସେହି ଇତାଲୁର
 ପଣ୍ଡିମଇଗରେ ରୂମଧ୍ୟ ସାଗର ପରିବେଶିତ ନିତ୍ୟ ବର୍ଷନ୍ତ୍ର ଲାଲାମୟ
 ଜର୍ବିକା ନାମକ ଗୋଟିଏ ଦ୍ୱାପ ଅଛି ।

(ଗ) ଭାଷାର ଏକପ୍ରକାର ଅପବ୍ୟବହାର ପୂର୍ବେ ପ୍ରକାଶିତ
 ହୋଇଅଛି—ତାହାର ନିର୍ଦ୍ଦର୍ଶନ ଆମ୍ବମାନଙ୍କ ଦେଶରେ ସବ୍ରତ
 ରହିଅଛି । ବର୍ତ୍ତମାନ ଅମ୍ବମାନେ ଅଭି ଏକପ୍ରକାର ଭାଷାର

ଅପଦ୍ୟବହାର ଦେଖାଉଛୁ । ଏହା ପ୍ରଥମ ଶ୍ରେଣୀ ପର ଦୃଶ୍ୟ ଓ ଲଜ୍ଜାଜନକ ନ ହେଲେହେଁ ନିନାର କଥା ଏଥରେ ଯଥେଷ୍ଟ ଅଛି । ଅଣିଷ୍ଟିତ ଲୋକମାନେ ବ୍ୟାକରଣର ମୟୁକ ଚଦଶ କରି ଯେପରି ଭଷା ଅନେକ ସମୟରେ ବ୍ୟବହାର କରନ୍ତି, ଶିଷ୍ଟିତ ନାମରେ ଯେଉଁମାନେ ପରଚିତ, ସେମାନେ ଯେବେ ସେହିପରି କରିବେ ଏବଂ ମାଳମାଳ ବଣ୍ଣିଶୁନ୍ଦି ଅପଣା ଲେଖା ମଧ୍ୟରେ ରଖିବେ, ତେବେ ଭଷାର ସଦ୍ୟବହାର ଅଛ କିଏ କରିବ ? ଏଥର ନିର୍ଦ୍ଦର୍ଶନ କରେଶାମାନଙ୍କର ସିରପ୍ରାର ଭଷା । ସାଧାରଣତଃ ଲୋକଙ୍କର ବିଶ୍ୱାସ ଯେ କରେଶାକ ଗଲେ ଥାର କୌଣସି ବନା ନିଯ୍ୟମ ମାନ ଚଲିବା ଆବଶ୍ୟକ ହୁଏ ନାହିଁ । କୌଣସି ପ୍ରକାରେ ଅର୍ଥ ପ୍ରକାଶ ପାଇ ସବ, ଏହିପରି ଭଷା ବ୍ୟବହାର କରିପାରିଲେ ପାଠ ସରଗଲ । ଲେଖିଲାବେଳେ ଯେ ବଣ୍ଣିଶୁନ୍ଦି ପରହାର କରିବା ପକ୍ଷରେ ବିଶେଷ ହୃଦୀ ଦେବାକୁ ଦେବ ଏକଥା କାହାର ମନରେ ଉଦ୍ଦିତ ହୁଏ ନାହିଁ । ଅମ୍ବମାନଙ୍କ ମତରେ ଏହା ଯେ କୌଣସି ଜାତି ପକ୍ଷରେ ଘୋର-କଳକର କଥା ।

TUESDAY, 2ND DECEMBER, 10 A.M. TO 1 P.M.
FRENCH: TEXT-BOOKS AND GRAMMAR.

I. 1. Mark the accents in the following words :—piece, medecin, mache (in *papier mache*), memo, voila, etc, surement, deja, Sacre-Coeur, lacher. 2. Explain the part played by accent in determining the senses of certain words, and illustrate your answer by referring to the following words :—a, des, la, cru.

II. 1. What is the gender of :—bras, genou, tête, vice, statistique, blasphème, épithète, soupir, spectacle, trimestre, voix, logis, ouvrage, noeud, stratagème, étable, fin, aventure, moisson, marché. 2. Write down the feminine of :—marchand, lion, âne, voyageur, chanteur, demandeur, chat, poulet.

III. 1. How do French nouns in *al*, *ail*, *eau*, form the plural ? Mention any exceptions to the general rule. 2. Re-write the follow-

ing, replacing the singular in every case by the plural, as far as is permissible :—(a) Il suivit sa courageuse résolution, il y fut fidèle et, trois mois après, c'était un autre homme. (b) Un vieux général, suivi de son état-major, arrivait au galop. Il arrêta son cheval, ôta son képi doré, l'agita joyeusement et s'écria : Bravo !

IV. Write down the 1st person singular of the present Indicative, of the *passé défini*, of the future present Indicative and of the present subjunctive, and also the present participle of :—assis, perdu, devenu, connu, devait, disait, fouillez, rendre, revoir, tient.

V. 1. Explain the following phrases :—(a) Nous l'appelons La-Soif et il n'a pas volé son surnom. (b) Huit jours de salle de police. (c) Salle d'attente. (d) Je vous materai, mon cher. (e) Un fripier militaire. (f) Quels yeux battus ! Elle passé la nuit, bien sûr. (g) Mettre du blanc à son procédé. (h) Je vous aurais couchée sur mon testament.

2. Explain the allusions in :—lit de justice, par bénéfice d'inventaire, la barbe de Polyphème, songer à l'hyménée, le Phaéton d'une voiture.

VI. Translate into French :—1. It would be better for me perhaps to entrust the cooking to the little one. 2. Is the landlady related to you ? 3. The matter concerns you as well as me. 4. To speak the truth, he was rather prepared for this request. 5. Are you hungry or thirsty ? No, it is very cold, and I should like to have something to wrap myself in. 6. At this moment Jean-François heard the familiar steps of Savinien, as the latter slowly mounted the staircase.

VII. Supply the prepositions in the following :—

1. Mon seul regret, c'est—te tromper—mon compte.
2. Il sortira brusquement Savinien—sa poitrine.
3. Aujourd'hui il est—Cayenne, condamné—perpétuel.
4. Ce sera moins dur—moi que—toi
5. Ils arrivèrent—un pré

Tout bordé—ruisseaux,—fleurs tout diapré.

VIII. Correct the mistakes, if any, in the following :—1. Je suis irrité avec vous. 2. Il fut reconnaissant de ce service. 3. Un père est indulgent à son fils. 4. Nous sommes peinés pour cette perte. 5. Je suis plus fatigué que vous pensez. 6. S'il viendrait, il serait heureux.

IX. Write in your own words in the French the fable entitled “*L'âne et le petit chien*.”

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.

FRENCH: TRANSLATION.

I. 1. Translate into English :—

Le long d'un clair ruisseau buvait une colombe,
Quand sur l'eau se penchant une fourmis y tombé ;
Et dans cet océan l'on eût vu la fourmis
S'efforcer, mais en vain, de regagner la rive.

La colombe aussitôt usa de charité :
Un brin d'herbe dans l'eau par elle étant jeté,
Ce fut un promontoire où la fourmis arrive.

Elle se sauve. Et là dessus
Passe un certain croquant qui marchait les pieds nus :
Ce croquant, par hasard avait une arbalète.

Dès qu'il voit l'oiseau de Vénus,
Il le croit en son pot, et déjà lui fait fête.
Tandis qu'à le tuer mon villageois s'apprête,

La fourmis le pique au talon.

Le vilain retourne la tête :
La colombe l'entend, part, et tire de long.
Le souper du croquant avec elle s'envole

Point de pigeon pour une obole :

2. Les voilà ! hurla tout à coup l'avare victorieux. Les voilà mes louis, mon cher trésor ! Et dans le gilet des dimanches de ce petit hypocrite de Limousin. Voyez, patron ! ils sont bien comme je vous ai dit. Voilà le Napoléon, et l'homme à la queue, et le Philippe que j'ai mordu. Regardez l'encoche. Ah ! le scélérat ! faudra qu'il aille au bague.

En ce moment, Jean-François entendit le pas bien connu de Savinien qui montait lentement l'escalier.

“ Il va se trahir, pensa-t'il. Trois étages. J'ai le temps.”

Et, poussant la porte, il entra, pâle comme un mort, dans la chambre, où il vit l'hôtelier et la bonne stupéfaite, dans un coin, et l'Auvergnat à genoux parmi les hardes en désordre, qui baisait amoureusement ses pièces d'or.

“ En voilà assez, fit-il d'une voix sourde. C'est moi qui ai pris l'argent et qui l'ai mis dans la malle du camarado. Mais c'est trop dégoutant. Je suis un voleur et non pas un Judas. Allez chercher la police. Je ne me sauverai pas. Seulement il faut que je dise un mot en particulier à Savinien que voilà.”

Le petit Limousin venait en effet d'arriver, et, voyant son crime découvert, se croyant perdu, il restait là, les yeux fixes, les bras ballants.

(Not from Text-Books).

II. Translate into English :—

1. Aujourd'hui, par suite de la division de la propriété, il y a en France beaucoup de régions où la plupart des habitants de la campagne possèdent une maison, si modeste qu'elle soit, et un champ qu'ils cultivent de leurs mains. Sans doute leur vie est aboieuse, plus laborieuse même que celle du simple ouvrier ; mais leur nourriture est assurée, ils goûtent cette satisfaction à laquelle nul n'est indifférent, de reporter leurs yeux sur ce qui leur appartient et de chercher à l'augmenter par l'économie pour le transmettre à leurs enfants. Quant aux ouvriers qui vivent du travail fait pour les propriétaires du sol, ils supportent, il est vrai, de rudes fatigues, ils sont soumis à cette loi du Créateur qui a condamné l'homme à manger son pain à la sueur de son front ; mais peut-on

contester qu'il soit moins pénible pour eux de diriger une charrue ou de creuser un fossé que de passer le jour, souvent la nuit au milieu des feux et de l'odeur infecte d'une usine ?

2. En ville, on a la fièvre, on s'agit sans trêve ;
Aux champs, l'œuvre du jour s'arrête avec la nuit ;
En ville, on risque tout, sans atteindre son rêve ;
Aux champs, semez un grain, vous en cueillez le fruit.
3. La franchise ne consiste pas à dire tout ce que l'on pense, mais à penser tout ce que l'on dit.

III. Translate into French :—

A hundred and fifty years ago, when the Indians were spread over the greater part of North America, and fighting between them and the European settlers was going on, a party of four white men had to pass through a great forest. The leader of the party was an old hunter, who having spent many years in the woods, knew all the ways of the Indians. The other three were a farmer, a soldier and a sailor.

They walked one after the other, the hunter going first, with swift silent tread, his body bent forward, his gun in the bend of his arm, and his keen dark eyes turning to right and left, seeing the tiniest mark upon the ground or tree trunk, and the slightest movement of beast or bird.

They went on all the morning without a sign of Indians; but towards the middle of the afternoon, the hunter heard the frightened flutter of a jay behind him. Ten minutes later he heard the same thing. Then he dropped upon his knees and stooped his ear to the ground. He rose, shook his head and walked on with a grave face, casting quick little glances into the shadows.

WEDNESDAY, 3RD DECEMBER, 10 A.M. TO 1 P.M.
ARITHMETIC.

N.B.—(1) Answers in money must be stated in Rs. a. p. or £ s. d. as the case may be, and not as fractions of Re.1 or £ 1.
(2) Except in the case of Question I. the process by which each result is obtained must be given in full.

I. The following table shown the gross earnings and the working expenses of the Madras Railway for the five years ending with 1899 :—

Year.	Gross Earnings.	Working Expenses.
	Rs.	Rs.
1895	11853713	5408603
1896	11096897	5638124
1897	11465314	5463126
1898	10720488	5218578
1899	10545071	5495340

Write down (a) the gross earnings for these five years, (b) the working expenses for the same period, (c) the net earnings for each of the years 1895, 1897, 1899. [The figures in the table need not be copied out.]

II. Reduce to its simplest term the expression :—

$$\frac{\frac{9}{10} - \frac{5}{6} + \frac{1}{5} - \frac{3}{4}}{\frac{7}{8} - \frac{5}{6} + \frac{5}{6} - \frac{1}{4}} \times \frac{\frac{1}{2} + \frac{1}{10} - \frac{3}{5}}{\frac{1}{2} + \frac{1}{11} - \frac{1}{5}}.$$

III. Find the value of .011390625 of Rs. 333 5 as. 4 p.; and, given that 1 tola = 180 grains, express one pound avoirdupois as the decimal of an imperial maund.

IV. Find by any method the cost of making a railway 79 miles 7 fur. 32 p. 5 yds. long, at Rs. 95395 3 as. 4 p. per mile.

V. A certain number of men, half as many women, and twice as many boys, were employed to make a tank bund. The men worked 10 hours a day, the women 8 hours, and the boys 5 hours; and all working together finished the bund in 28 days. If each man did in 3 hours as much work as each woman did in 4, and each woman did in 2 hours as much as each boy did in 3, and if the bund could have been made in 42 days by 156 men working 10 hours a day, find how many men, women, and children were actually employed on it.

VI. Find to the nearest anna the amount of Rs. 5627 3 as. for three years at $3\frac{1}{2}$ per cent. per annum, compound interest.

VII. A tradesman having purchased a bankrupt's stock at an average reduction of $33\frac{1}{3}$ per cent. on the marked prices, sold one half of the stock at a reduction of ten per cent., one-third at a reduction of 20 per cent., and the remainder at a reduction of 50 per cent., on the marked prices. If the expenses of the sale amounted to $7\frac{1}{2}$ per cent. of the receipts, what was the tradesman's gain per cent. on the price he paid for the stock?

VIII. The capital of a certain manufacturing concern is fifty lakhs of rupees in shares of Rs. 50 each, fully paid up. In a certain year the cost of raw materials amounted to 15.25 lakhs of rupees, while wages and other expenses amounted to 56 per cent. of the cost of the raw materials. If the gross value of the goods manufactured during the year was 27.75 lakhs, and if $2\frac{1}{2}$ per cent. of the net profits was added to the reserve fund, what rate of interest did a shareholder receive who bought shares at the beginning of the year at the rate of Rs. 71 8 as. per share?

IX. On the first January, 1892, the population of a certain town was 465,750, and there were 1025 females to every 1000 males. If in the next ten years the female population increased at the rate of 12.8 per cent., and the male population at the rate of 10.5 per cent., what was the population of the town on the first of January, 1902?

X. When exchange between Madras and Berlin was at the rate of 1.82 marks per rupee, a merchant in Madras, who owed 6591.75 marks to a merchant in Berlin, instructed his agent in London to remit a bill on Berlin for that amount. The agent remitted the bill

when exchange was at the rate of 20·68 marks per pound sterling, and the merchant in Madras sent him a bill on London for the cost of it. If by remitting in this way instead of direct, the latter saved Rs. 193 12 as., find the rate per rupee at which he bought the bill on London.

XI. Find the square root of 865059·44054761 to four places of decimals. [The remainder must be written down.]

WEDNESDAY, 3RD DECEMBER, 2 TO 4 P.M.

GEOMETRY.

N.B.—*Figures must be carefully and neatly drawn.*

I. If a point O be taken within a triangle ABC , prove (1) that the straight lines BO , OC are together less, but contain a greater angle, than the sides BA , AC ; (2) that the sum of the straight lines OA , OB , OC is less than the perimeter of the triangle ABC but greater than half the perimeter.

II. If the square described on one side of a triangle is equal to the sum of the squares described on the other two sides, prove that the angle contained by these two sides is a right angle.

III. ABC is an isosceles triangle having the angle A a right angle, and D a point in CB produced.

If $AD^2 = DB^2 + 3BA^2$, prove that DB is equal to BC .

IV. AB is a straight line, C the middle point of AB , and D any point in AB produced. Prove that the squares on AD and DB are together equal to twice the squares on AC and CD .

A straight line EF is divided into any two parts at G , and H and K are the middle points of EG and GF respectively. Prove that the square on EK together with three times the square on FK is equal to the square on FH together with three times the square on EH .

V. Prove that in a right angled triangle the line drawn from the right angle to the middle point of the hypotenuse is half the hypotenuse.

BQ , CR , are drawn perpendicular* to the sides AC , AB of the triangle ABC , and meet in P . Prove that QR meets the line joining the middle points of AP and BC at right angles.

VI. Give, without proof, the construction for

(1) describing on a given straight line a segment of a circle containing an angle equal to a given angle;

(2) describing a triangle when the base, the altitude, and the vertical angle are given.

VII. Prove that if two straight lines intersect within a circle, the rectangle contained by the segments of one of them is equal to the rectangle contained by the segments of the other.

THURSDAY, 4TH DECEMBER, 10 A.M. TO 12 NOON.
ALGEBRA.

I. (1) Find the numerical value of

$$\frac{1-x}{1-x+x^2} + \frac{1+x}{1+x+x^2} \text{ when } x = \sqrt{3}$$

$$(2) \text{ Multiply } 6 - 6x + 3x^2 - x^3 \text{ by } 1 + x + \frac{x^2}{2} + \frac{x^3}{6}$$

$$(3) \text{ Divide } 2(x+2a)^4 - (x-4a)^4 + 648a^3x \text{ by } x^4 - 2ax + 28a^2.$$

II. Find (1) the L.C.M. of $x^3 - 3x + 2$, $x^2(x^2 - 1)$, $x^4 - 12x^2 - 16x$.

(2) the H.C.F. of $8x^3 + 6x^2 - 12x - 9$ and $24x^4 - 20x^2 - 24$.

III. If $x = a(c^2 + b^2)$, $y = b(c^2 + a^2)$, $z = (a+b)(c^2 - ab)$, prove that $(x+y+z)(y+z-x)(z+x-y)(x+y-z)$ is a perfect square.

IV. If $2s = a + b + c$ prove that

$$s \{ (s-b)(s-c) + (s-c)(s-a) + (s-a)(s-b) \} = (s-a)(s-b)(s-c) + abc.$$

V. Solve the equations

$$(1) \frac{(2x+3)(x-1)}{x+1} + \frac{(5x-6)(x+1)}{x-2} = \frac{(7x-2)(7x+1)}{7x-9}$$

$$(2) \frac{2x+3y}{2} + \frac{3x-2y}{3} = 3\frac{1}{2}; \quad \frac{2x+3y}{3} - \frac{3x+2y}{4} = 1\frac{1}{2}.$$

$$(3) 345x^2 - 31x = 3290.$$

VI. A column of infantry, $\frac{1}{2}$ mile long, is marching at the rate of 4 miles an hour. Two mounted men start from the front and rear of the column respectively, and riding at the same rate, meet at a point 616 yards from the front of the column. What is their rate of riding, and how long will they take to reach the rear and the front of the column respectively?

THURSDAY, 4TH DECEMBER, 1 TO 3 P.M.

PHYSICS.

I. A solid cube of wood, a hollow cube of iron, and a solid cube of iron, (all three objects of the same size) are placed in water whereas the first will float, the second may float and the third will sink. Explain why this is so.

II. What is meant by *energy*? Two exactly similar cannon balls are fired directly at a piece of armour plate and pierce it to a depth of six and nine inches respectively. Compare the velocities of the two cannon balls.

III. Describe the Bramah press and state the properties of liquids upon which its action depends.

IV. Explain carefully how a mercurial thermometer is graduated.

V. Distinguish between a musical sound and a noise. Explain how the number of vibrations per second corresponding to a particular note may be found.

VI. (a) Some ice at 20°F is pounded and placed in a beaker and the beaker is placed in a vessel containing hot water. The pounded ice is stirred by means of a graduated glass thermometer. Describe carefully what takes place. (b) 1 lb. of ice at 32°F is put into a vessel A containing 10 lbs. of water at 65°F ; and one lb. of water at 32°F is poured into a vessel B containing 10 lbs. of water at 65°F . Describe carefully what happens in these two cases, supposing the vessels A and B neither to lose nor gain heat.

VII. Describe an experiment proving that white light is compound.

VIII. Explain the action of a lightning conductor.

IX. Describe the construction and action of a Grove's cell. In what way is it superior to the single cell of Volta and why?

THURSDAY, 4TH DECEMBER, 3-10 TO 5-10 P.M.

CHEMISTRY.

I. 1. Explain the terms hardness and softness as applied to water. 2. What are the different kinds of hardness and how are they caused? 3. What kind of hardness can be removed and how? 4. Describe clearly the method of testing a water in order to ascertain whether it is hard or soft.

II. Describe the experiments by which it can be shown that (1) chlorine has bleaching properties, (2) vegetable matter contains carbon, (3) metals become heavier by oxidation. Mention, without describing, the experiments which you have seen performed to show (4) the decomposition of water, (5) the formation of water; and in each case state what the experiment teaches as to the composition of water.

III. How do we know (1) that the composition of chalk is quicklime and carbonic acid; and (2) that it is a compound and not a mixture of these constituents?

IV. Draw up a list of the more important elements, classifying them into metals and non-metals. Mention the properties of elements to which the term metallic is applied. Point out the differences which you have noticed between any oxides of non-metals and those of metals.

V. Describe all the changes which occur and name all the compounds formed when (1) black oxide of copper is heated in a stream of hydrogen, (2) a piece of a silver coin is warmed with nitric acid, (3) water is poured over quicklime, (4) powdered antimony is thrown into chlorine.

VI. What is "fire damp," and under what circumstances does it cause an explosion? Why are people suffocated by the air in a

coal mine immediately after such an explosion ? Explain the principle of Davy's safety lamp.

VII. Describe the appearances, the preparation, and the uses of each of the following substances :—Glauber salts, bone ash, copper oxide, sodium amalgam, red oxide of mercury. By means of the last two substances illustrate the statement that "chemical combination takes place most readily between those bodies which least resemble one another."

FRIDAY, 5TH DECEMBER, 10 A.M. TO 12-30 P.M.

**HISTORY, ADMINISTRATION, AND GEOGRAPHY OF
INDIA.**

I. 1. Indicate roughly the direction a person would follow if he were to walk from Simla to Cape Comorin without crossing a river. 2. Name, in order, five tributaries entering the Ganges on its left bank. 3. Give the position of the following, and mention a fact about each :—Cheerapoonjee, Nasik, Srinagar, Aurangabad, Moorschedabad, Amarkot, Chunar, Kandahar, Mandalay, Parasnath, Dodabetta, Aryavarta, The North-West Frontier Province, Newera Eliya, Khandesh.

II. With reference to India answer the following questions :—

(a) *Iron*. Where is it found ? What are the drawbacks to its production on a large scale ?

(b) *Jute*. What is it ? Where is it manufactured ? In what form is it exported ?

(c) *Lac*. What is it ? To what uses is it put ?

(d) *Cinchona*. What is it ? Where is it cultivated in the Madras Presidency ? Is it indigenous to India ?

(e) *Cotton*. In what districts of this Presidency is it grown ? How is Madras cotton inferior to American cotton ? How was its production affected by the American Civil War ?

III. Name six non-Aryan hill or jungle tribes in India at the present day, stating the districts where they live and giving some account of any one of them.

IV. What were the doctrines taught by Buddha ? How did Asoka encourage Buddhism ?

V. Give a brief summary of the three Burmese Wars, with dates, and state the acquisition of territory made after each.

VI. Write notes on the following :—(a) The importance of the capture and defence of Arcot. (b) The Subsidiary System. (c) The policy of keeping Afghanistan independent. (d) The Ryotwari system of Madras. (e) The doctrine of Lapse.

VII. What are the departments into which the supreme Government of India is divided, and what are the chief duties of each ?

FRIDAY, 5TH DECEMBER, 2 TO 4-30 P.M.

HISTORY OF ENGLAND AND GENERAL GEOGRAPHY.

I. What is meant by the Reformation in England? Trace its course during the reigns of Henry VIII. and his children.

II. Give a brief outline of the reign of James II., showing clearly what causes led to his fall.

III. Give a short account of the "War of American Independence." What were the underlying causes of the war? What lesson did England learn from it?

IV. What do you know about the Reform Bills?

V. Write brief notes, giving dates and describing their geographical position, upon the following places:—Flodden, Londonderry, Utrecht, Aboukir Bay, Inkerman, Omdurman.

VI. 1. When it is 12 noon at Greenwich, what is the time at a place 90° East? 2. Show by illustration from any Indian rivers the effect that rivers have upon the Earth's surface. 3. How do ocean currents affect the climate of a country? Illustrate from a current in the Pacific Ocean.

VII. 1. Draw a map of South Africa south of the Zambesi, and insert the chief political divisions, two rivers, two mountain ranges, three seaport towns, 2. Where are the following places, and how does their position give importance to them:—Sydney, Malta, Montreal, Glasgow, Constantinople, Hongkong, Buenos Ayres, Toulon?

FIRST EXAMINATION IN ARTS, 1902.

MONDAY, 1ST DECEMBER, 10 A.M. TO 1 P.M.

ENGLISH : TEXT-BOOKS.

I. Draw out the main points in the character of Henry V. as represented by Shakespeare.

II. 1. What essential dramatic features does *Henry V.* lack?
2. Explain the necessity for and functions of the chorus in this play.

III. 1. Paraphrase:—

Either our history shall with full mouth
Speak freely of our acts, or else our grave,
Like Turkish mute, shall have a tongueless mouth,
Not worshipp'd with a waxen epitaph.

2. Explain with reference to the context:—
Thus may we gather honey from the weed,
And make a moral of the devil himself.

3. Annotate:—

But, like a lackey, from the rise to set
Sweats in the eye of Phoebus, and all night
Sleeps in Elysium.

4. Write grammatical notes on :—

- (a) The gentlest gamester is the soonest winner.
- (b) I was not angry since I came to France
Until this instant.
- (c) What's to say ?
- (d) Let us condole this knight.

IV. What are the leading characteristics of style that distinguish each of the poems: *Dora*, *A Dream of Fair Women*, and *Morte D'Arthur* ?

V. 1. Give the meaning of the following stanza, and show how its effect has been heightened by devices of style :—

The high masts flicker'd as they lay afloat ;
The crowds, the temples, waver'd, and the shore ;
The bright death quiver'd at the victim's throat :
Touch'd ; and I knew no more.

2. Paraphrase :—

Authority forgets a dying king,
Laid widow'd of the power in his eye
That bow'd the will.

3. Explain the following :—Never more darken my doors ; my mailed Bacchus ; the far-renowned brides of ancient song ; streamer of the Northern morn ; the withered moon.

VI. Give in your own words the two similes which describe the effect produced on the Tartar and Persian hosts respectively, by Peran-Wisa's challenge.

VII. 1. Give the meaning of the following lines in your own words :—

For we are all, like swimmers in the sea,
Poised on the top of a huge wave of fate,
Which hangs uncertain to which side to fall

2. Explain :—When the frost flowers the whitened window panes ; never more shall the lake glass her ; a fragrant tower of purple bloom ; the shorn and parcelled Oxus.

VIII. Scan the following :—

Why so didst thou ; seem they grave and learned.
But God be thanked for prevention.
And so strode back slow to the wounded king.
Muttering and murmuring at his ear, Quick, quick !

IX. Give some account of Cicero's views as to the qualifications necessary for a public speaker. Describe his own oratorical methods.

X. 1. 'Cicero's conduct and motives at this eventful crisis (*the struggle between Pompey and Caesar*) have been discussed over and over again !' Give a brief account of the conduct referred to, and the nature of the discussions to which it gave rise. 2. (a) Explain and illustrate :—Fame to the Roman, even more than to us, was "the last infirmity of noble minds." It was so in a special degree with Cicero. (b) Explain :—If the right be always the expedient, the opposition is seeming, not real,

XI. 1. "The Hielands are what they call pacified." What did Alan mean by these words? Explain clearly the nature of the danger to which he was exposing himself by setting foot in the Highlands. 2. "Alan," said I, "I'll not say it's the good Christianity as I understand it, but it's good enough." Narrate the circumstances (immediately after the murder of the 'Red Fox') which led to this remark. How had Alan, in David's opinion, fallen short of 'the good Christianity'?

XII. 1. How did the quarrel arise between Alan Breck and Robin Oig, and how was it settled? 2. Explain with reference to the context:—(a) There's many a man hoeing tobacco over-seas that should be mounting his horse at his own door at home. (b) King George is to whistle for his rents; he maun dow with less, he can spread his butter thinner; what cares Red Colin?

MONDAY, 1ST DECEMBER, 2 TO 5 P.M.

ENGLISH LANGUAGE.

I. Parse the italicised words in the following passages:—

- (a) Yet know,—my master, God omnipotent,
 Is mustering in his clouds, on our behalf,
 Armies of pestilence; and they shall strike
 Your children yet *unborn*, and unbegot,
 That lift your vassal hands against my head,
 And *threat* the glory of my precious crown.
 (b) Ah! this thou should'st have done,
 And not have spoke on't! In me, 'tis villany;
 In thee, it *had been* good service. Thou must know,
 'Tis not my profit that does lead mine honour;
 Mine honour, *it*. Repent, that e'er thy tongue
 Hath so betrayed thine act. *Being done* unknown,
 I should have found it afterwards well done;
 But must condemn it now.

II. 1. Explain the difference in meaning between *luxurious* and *luxuriant*, *adopt* and *adapt*, *scene* and *scenery*, *language* and *dialect*; and introduce each pair into a compound or complex sentence. 2. Give the figurative meaning of the following phrases and introduce each of them appropriately into a complex sentence:—to stand in one's own light, to build castles in the air, to blink facts, to win one's spurs.

III. Analyse the following passage into clauses, writing out each clause *in full*, and stating its character and construction:—

Our voluntary service he requires,
 Not our necessitated; such with him
 Finds no acceptance, nor can find; for how
 Can hearts, not free, be try'd whether they serve
 Willing or no, who will but what they must
 By destiny, and can no other choose?

Myself and all th' angelic host, that stand
 In sight of God enthron'd, our happy state
 Hold, as you yours, while our obedience holds.

IV. Write the following in indirect speech as if reported subsequently by the Countess :—

Duchess (to the Countess) Who was here, sister? I heard some one talking,

And passionately too.

Countess. Nay! There was no one.

Duchess. I am grown so timorous, every trifling noise
 Scatters my spirits, and announces to me
 The footstep of some messenger of evil.
 And can you tell me, sister, what the event is?
 Will he agree to do the Emperor's pleasure,
 And send th' horse regiments to the Cardinal?
 Tell me, has he dismissed Von Questenberg
 With a favourable answer?

Countess. No, he has not.

Duchess. Alas! then all is lost! I see it coming,
 The worst that can come! Yes, they will depose him.

V. 1. Divide the following lines into feet, and mark both the accented and the unaccented syllables :—

- (a) And constancy lives in realms above;
 And life is thorny; and youth is vain.
- (b) " Strange, by my faith!" the Hermit said,
 " And they answered not our cheer!"
- (c) There was turning of keys, and creaking of locks,
 As he took forth a bait from his iron box.

2. Write, with punctuation, the following as three complete lines of blank verse without altering the order of the words :—
 O do it not I pray thee do it not there is a pure and noble soul
 within thee knows not of this unblest unlucky doing. 3. Mark distinctly the accented syllables of the following words :—advantageous, apparatus, career, development, magnificent, successful.

VI. 1. Expand into fully expressed similes :—(a) He was the ivy which hid my princely trunk and sucked the verdure out. (b) The curfew tolls the knell of parting day.

2. Point out and name, with reasons, the figures contained in the following passages :—

- (a) But the sound of the church-going bell
 These valleys and rocks never heard,
 Never sighed at the sound of a knell,
 Or smiled when a Sabbath appeared.

(b) One of the shepherds who came to my assistance was a perfect Hercules, and when he heard that my assailants had been kind enough to relieve me of some of my baggage he at once started in pursuit.

3. Write in unfigurative language :—(a) To sit as a passive bucket and be puniped into, whether you consent or not, can in the long run be exhilarating to no creature ; how eloquent soever the flood of utterance that is descending.

(b) And we say that repose has fled

For ever the course of the river of Time,
That cities will crowd to its edge
In a blacker, incessanter line.

VII. Point out the mistakes in the following sentences, and write out the sentences making the necessary corrections :—(a) In Shenstone's opinion sonnet which has an artificial arrangement would appear as an unnatural and unsuitable garb for elegiac composition ; if so, the elegiac sonnets of Ben Jonson and Milton should be thrown out of the pale, however they may be elegiac in tone. (b) In conclusion he thanked his audience for being so kind enough as to listen patiently to his speech, and sat down by saying that he had only spoken about a few points of the greatest importance, and which his previous speakers had omitted to refer.

VIII. Write out the following carefully punctuated :—Sir he said no man but my mother's brother dared to have used such language in my presence and I pray you will observe that I consider it as neither hospitable handsome kind nor generous usage towards your guest and your kinsman my ancestors Mr. Oldbuck were great and gallant chiefs I dare say Hector and really I did not mean to give you such immense offence but you are as hot and hasty as if you were Hector and Achilles and Agamemnon to boot I am sorry I expressed myself so hastily uncle especially to you who have been so generous and good but my ancestors no more about it lad I meant them no affront none I am glad of it sir for the house of M'Intyre peace be with them all every man of them said the Anti-quary but to return to our subject do you recollect I say any of those poems which afforded you such amusement very hard this thought M'Intyre that he will speak with such glee of everything which is ancient excepting my family.

TUESDAY, 2ND DECEMBER, 10 TO 11-30 A.M.

ENGLISH: COMPOSITION.

Write an essay on “ Flattery—and the evil it does.”

TUESDAY, 2ND DECEMBER, 11-45 A.M. TO 1-15 P.M.

(FOURTH PAPER IN ENGLISH.)

SANSKRIT.

Translate into English :—

पुरा किल श्रव्योक्ति नाम मुनिवरः जमदग्निनामानं तन-
यमामनः पत्तयां सत्यवस्यामूदपादयत् । जमदग्निष्ठ धर्मीत्मा शैशवे

वेदाभ्यासरतः क्रमेण चतुर्सागरोपमान् चतुरोऽपि वेदान् साङ्घो-
 पाङ्गमध्यैष । योवने च परिणीतायां रेणुकायां पंच पुत्रानन्जन-
 यत । तेषु यविष्टः परशुराम एवातीव शूरो बभूव । अथ कदा-
 चित् रेणुका स्नानार्थमनतिदूरे प्रवहन्तीं नदीमवतीणीं प्रवाहे
 विहरदन्वर्वयुग्मपश्यत । तादृशस्य तरयावलीकनादननुरूपेण
 संकल्पशतेनाकुलितचित्ता गृहं न्यवर्तत । जमदग्निश्च तां सदा-
 चारविहीनां विज्ञाय क्रोधान्वस्तरयाइशीर्पच्छेदाय पंचापि पुत्राना-
 दिशत् । तेऽवाद्याक्षत्वारस्तादशं कर्म कर्तुं नैवोत्सेहिरे । पंचमः
 परशुरामस्तु पितुराज्ञाभङ्गभीरुः स्त्रीयेन परशुना मातरं शिरोही-
 नामकारीत् । अथानेन कर्मणा भुदितो जमदग्निः परशुरामं वरं
 वृणोऽवेल्यवोचत् । परशुरामश्च स्त्रीहार्द्वदयो जननी मे प्राणैसं-
 युज्यतामिति गुरुं प्रार्थयत । तथा भवत्विति तदादेशसमनन्तर-
 मेत्र मातरमासादितप्राणामदर्शत् । ततो जमदग्निस्तनयं प्रत्युत्पन्न-
 मतिं भृशमभ्यनन्दत् । अथ काले गते कार्तवीर्ये नाम नरप-
 तिः जमदग्नेराश्रमं प्रविश्य तरय हीमधेनुं बलादपजहार । इमं
 वृत्तान्तं जनकमुखादाकर्ण्य जामदग्नयः कार्तवीर्ये बद्धवैरतं युद्धे
 जघान । पितृवधीदीपितकोपानलाः कार्तवीर्यरय कुमाराः परशु-
 रामस्याश्रमं प्राप्य तस्मिन्नसंनिहिते बृद्धं जमदग्निं गतासुमकुर्वन् ।
 जामदग्नयस्तातं तथा व्यापादितं विलोक्य कोपविस्फारितलोचनः
 क्षत्रकुलमशेषमुम्लयिध्यामीति प्रतिज्ञाय तिरस्त वारान् युद्धाय
 सन्नद्ध महीं निभक्षत्रियां विदधे । स च पश्चात् इक्षवाकुवंशम-

गिना नृपाणां ककुदेन बोडशवर्मात्रेण बालेन दाशरथिना रामेण
लीलयाजीयत ॥

LATIN.

Translate into English :—

Fideles amici praeципue in rebus adversis cognoscuntur ; quid-
quid enim tunc praestatur boni officii, totum a sincera benevolentia
proficiscitur. At qui fortunatum amicum colit, is magis causa sua
adulari, quam vere diligere, potest videri. Ideo libenter servat
posterioris nomina eorum qui amicis in adversis casibus fideles per-
manuerunt, vix autem meminit corum qui amicos opibus florentes
coluero. Nemo de Sardanapali, regis effeminatissimi, familiaribus
loquitur : at vero Orestes paeno notior est propter Pyladem ami-
cum, quam propter Agamemnonem patrem. Nec mirum : siquidem
illorum amicitia, si qua tamen fuit, nihil aliud fuit nisi hominum
luxuriac deditorum turpis consortio ; horum vero in maxime aspera
conditione enituit, et immortalem apud posteros famam est adepta.
Quid enim celebratum magis quam illa Pyladis atque Orestis coram
rege Thoante contentio, quum ambo inter se certarent uter pro
altero moreretur ? Qui clamores, qui plausus nuper excitati sunt in
theatro, in M. Pacuvii nova fabula, quum, ignorante rege uter eorum
esset Orestes—is enim capite damnatus erat—, Pylades Orestem se
esse diceret, ut pro illo nocaretur : Orestes autem, ita ut erat,
Orestem soсse profitetur.

ARABIC.

Translate into English :—

اَخْبَرَ بَعْضَ الْفَضَلَاءِ اَنَّ رَجُلًا كَانَ يَنْزَلُ بِنَهْرِ الْمَهْدِيِّ
وَكَانَتْ عَلَيْهِ نِعْمَةٌ فَزَالَتْ وَلَمْ يَقْدِرْ عَلَيْهِ شَيْئٌ فَمَطَرَ
النَّاسُ ثَلَاثَةِ اِيَامٍ مُّتَتَابِعَةً فَمَبَقِيٌّ فِي مَنْزِلِهِ لَا يَقْدِرُ عَلَيْهِ
الْهَرُوجُ فَاضَرَ بِهِ ذَلِكُّ وَبَلَغَ إِلَيْهِ الْجَوْعُ وَالْيَعْيَالُ فَلَمَّا
كَانَ فِي اِخْرَالِلَيْلِ بَجَأَ إِلَيْهِ الْبَدَالُ بِقَصْعَةٍ لَهُ لَيْرَهْنَاهَا حَنْدَهُ
فِي خَبْزٍ - فَانْتَهَرَهُ الْبَدَالُ وَقَالَ مَا اَصْنَعُ بِهَا وَابْنِي اَنَّ
يَعْطِيهِهَا عَلَيْهَا نَعِيْنَا - قَالَ فَعَادَ إِلَيْهِ مَنْزِلَهُ مَغْمُومًا لَا حَيْلَةَ

لله فرفع يده الى السماء وقال اللهم سقْ الي في هذه
الليلة عبدا من عبادك تحبه يفرج عني ما انا فيه فيما
شعر الا و الباب يدق فخرج فاذا رجل علي حمار قد
حف به خديم فقال له كم عيالك قال كذا وكذا فاعطاه
كيسا قدر ان فيه خمسة الاف درهم - فقال الحمد لله
الذى استجاب دعائى و فرج عنى كربى - فقال له وما
كان دعاؤك فاخبره الخبر بفعل البقال وما دعا الله
عزو جل به فاستحلله انه دعا بهذا الدعاء فحلف له فامر
له بمائة الف درهم قال - فسئلته بعض اولئك الخدم
عنہ لاعلم هل يقدر الرجل علي ما امرلي به ام لا - فقال
هو الفضل بن يحيى بن خالد البرمي فسكت لذلك و
انصرفت الي منزلی فلما اصبهت مضيبيت الي قهرمانه
فتقبضت منه المال *

PERSIAN.

Translate into English:—

وارد حاجی ترخان شدیم - صبح برخاسته با طراف
نگاه کردم - دیدم الحمد لله از دریای بزرگ خلاص شده
برود خانه و میعی که اسمش ولکا است رسیده ایم -
و عجب صفائی دارد - باز عرض رود خانه بسیار است
چنانکه از همان یک مشعبه که ما عبور میکردیم البته
هزار ذرع عرض داشت - گلوبله تفنگ مهداوی ازین

طرف بان طرف نمی رسد - آبشن گل آلود و بغاپت تند
 مانند دریای مواج روان است - سواحل رود خانه هم
 درخت سبز جنگلی و بید متعارفی فرید. مشک -
 و زمینها هم چمن و مرتع است - واخلب ایلاقات
 قالموق که ملھب بت پرستی دارند درالجا سکنی
 کرفته اند - لب رود خانه الا چیق زده مواشی و اخنام
 زیاد از اسپ و مادیان و گاو و گوسفند وغیره دارند -
 چند ده بزرگ هم از دهات رومیه که از مضافات حاجی
 ترخان شمرده می شود دیده شد که در کنار رود خانه
 واقع و از دور خیلی بزرگ و آباد بنظر می آید - در
 هرده یک کلیساي بسیار عالی باشکوه ساخته اند -
 اخلب اهالی این دهات شغل شان صیادی است -
 کشتی ما معازی هر یک ازین دهات که میرمیبد
 اهالی ده بکنار رود خانه آمده هورا می کشیدند -
 درین دهات بهیچوجه باع و زراعت دیده نشد مگر
 در یکی از دهات که عمارت بسیار معتبر و باع بزرگ
 مشجری از دور ملاحظه شد که از طائفه مساپوژینکوف
 بود - ماهی مرده زیادی در کشتی های خود ریخته و
 کنار رود خانه را متغصن کرده بودند - و بعضی ماهی
 هارا که نتوانسته بودند نمک سود نموده نگاه دارند وزیاد
تخفن شده بود بروز خانه انداخته بودند *

HINDUSTANI.

Translate into English :—

چیتے نے شیر میں پوچھا کہ وہ کونسی خصلتیں ہیں کہ قاصد میں چاہشیں انہیں بیان کیجئے ۔ پادشاہ نے کہا قاصد چاہئے کہ مرد عاقل و خوش بیان ہو جس باعث کو مسے فراموش نکرے بخوبی یاد رکھے ۔ راذ دل کسی مسے نکھے ۔ امانت و اقرار کا حق جیسا چاہئے بجالاوے ۔ زیادہ گونہو ۔ کسی بات میں اپنی طرف میں فضولی نکرے جتنا اُس سے کہدیا ہی اُنا ہی کہے ۔ جس بات میں بھیجئے والے کی بہتری ہو اُس میں کوشش و جانفشاری کرے ۔ اگر طرف ثانی کچھ طمع دیوڑ ایسا نہو کہ اس کی طرفداری کے واسطے مسلک امانت و هدایت میں متزلزل ہو کر چاہ خیانت و ضلالت میں سر کے بھل گرے ۔ دوسرے شہر میں کسی نوع سے اگر فراخت حاصل ہو اسکے واسطے رہ نجاوے ۔ جلد پھرے ۔ اور اپنے مالک کو جو کچھ سنا اور دیکھا ہو اُس میں آکر اطلاع کرے ۔ جیسا کہ حق نصیحت و امانت کا مالک میں چاہئے بجالاوے ۔ کسی خوف کے سبب احکام قاصدی میں کوئی دقیقہ فرو گذاشت نکرے ۔ کیونکہ قاصد ہر سب پیغام پہنچانا واجب ہی ۔ بعد اسکے چیتے میں کہا کہ تیرے لزدیاں اُس گروہ میں کون ایسا ہی کہ اس امر کی لیاقت رکھتا ہو ۔ چیتے

لے کہا اس کام کے واسطے سوائے کلیلہ دمنہ کے بھائی کے کوئی بہتر نہیں ہی - شیر نے گیدڑ سے کہا چیتے نے جو تیرے واسطے تجویز کیا ہی تو اس میں کیا کہتا ہی ؟ گیدڑ نے کہا چیتنا مسچھہ کہتا ہی خدا اسکو جزا۔ پیٹک دیوے اور مراد کو پہنچاوے - بادشاہ نے کہا کہ اگر وہاں جا کر اپنا جنس کی طرف سے مناظرہ کرو جسوقت وہاں سے مراجعت کریگا سرفراز ہو گا اور انعام پاؤ یگا * .

MARATHI.

Translate into English :—

1. माझ्या मुलाजवळ जो मी तुहास ठेवतों तो कांहीं त्याच्या मनांत इंग्रजी विचार भरवावे स्थणून ठेवीत नाहीं. ती आज अत्यवयी आहे, स्थणून फार संभाळून त्यास शिक्षण दिलें पाहिजे. पण लक्ष्यांत ठेवा कीं, त्यास मला तुमच्या सारखा ब्राह्मण करावयाचा नाहीं किंवा वैश्य बनवावयाचा नाहीं. ब्राह्मण, वैश्य, मळेच्छ, इंग्रज. इत्यादि सर्व लोकांची विद्या त्यास समजून, व त्या सर्वांच्या कला समजून त्यास सर्व-बरोबर आपले' कर्तव्य बजावतां येईल अशाच सर्व गोष्टी त्यास शिकवा. परंतु ध्यानांत ठेवा कीं, जर ह्याच्या अंगीं इंग्रजाचा किंवा ब्राह्मणाचा किंवा दुसऱ्या कीणाचा अथवा खुद तमचा थोडा देखील गुण आलेला दिसूला, तर आपत्या

नोकरींत कसुर ज्ञाली असें मी समजेन. तुमचें एक काम हे आहे की, याच्या अंगीं खन्या रजपुताचे गुण भरवावे. हा राजपुत वृद्धावस्थेमध्ये मला टेंकण्याची काठी, माझ्या राज्याची आशा, माझा वंश चालविणारा माझ्या कुलाची प्रतिष्ठा आहे, आणि तुम्ही त्याचे शिक्षक असून नोकर आहां, आणि हा प्रजानसून राज्य करण्यास जन्मला आहे, सूणून तो आपल्या सर्व कर्तव्यांत दक्ष हीर्डल, असें करा. 2. या चरित्राची भाषा अल्यंत सरळ, सुबोध, शुद्ध, मजेदार, भारदस्त, झोंकदार आणि हृदयंगम अशी वाटते. वाचतानां पुस्तक हातांतून सोडावेसें वाटत नाहीं. अर्थबोधाकरितां कोणतें ही वाक्य बहुधा दुसऱ्यांदा वाचण्याचा प्रसंग येत नाहीं. प्रथम वाचतांनाच अर्थ भराभर मनांत भरत जातो, आणि पुनर्वाचनानें याची गोडी कमी न होतां उलट ती वाढतच जाते. उत्कृष्ट ग्रंथरचनेचा हात्च कस आहे की याच्या परिशीलनानें यांतील रस जास्त अनुभवास यावा आणि याची चटक अधिक लागवी. हा कस या चरित्रास उत्तम लागतो हे याच्या सर्वोत्कृष्टपणाचें निर्विवाद प्रमाण आहे.

TAMIL.

Translate into English :—

இளமையிற் பழக்கம் முதுமையிற் சுபாவம். ஆசையால் மாணுக்கர்கள் இளமையிற்றுனே நல்ல பழக்க வழக்கங்களை அடைவதற்கேள்கிழம். மாணுக்கர்களுக்கு ஏற்றவையென எனக்

குத் தோன்றும் பழக்க வழக்கங்களை இங்கே சுருக்கமாகக் கூறு கிறேன். அங்கந்தக் காரியத்தை அததற்கேற்ற காலத்திற் செய்க. ஊக்கமுடைமையே ஆக்கத்துக்கு இன்றியபையா தாதலால் ஊக்கமது கைவிடேல். குறித்த வேலையைக் குறித்த வேளையிற் செய்யப் பழகு. வைகறைத்துயிலெலு. எல்லாம் அறிந்தானுமில்லை, யாதொன்றும் அறியாதவனுமில்லை; ஆத லால் எதிர்ப்படும் ஒவ்வொருவரிடத்திலும் ஏதாவது கற்றுக் கொள்ளும் நோக்கம் உள்ளவனுக் கிரு. செய்வன திருந்தச் செய். அடக்க முடையவனுகும்படி இடைவிடாது முயல். எந்த விஷயத்தையும் முற்ற முடிய ஆராயாமல் முடிவு செய் யற்க. விடாமுயற்சி யில்லாவிடின் இவையினத்தும் பயன் படா. நன்காராய்ந்து கையிட்ட வேலையை நாட்கு நாள் வாரத் துக்கு வாரம் இடையெழுது தொடர்ச்சியாகச் செய்வதே விடாமுயற்சியாம். இன்னின்னர் இன்னின்ன முறையால் உழைத் துப் பிரசித்தி பெற்றார்கள், நானும் அவ்வாறு முயன்றுள் கீர்த்தி யடையலாம் என்ற எண்ணமின்றி, ஒருவன் ஒரு வேலையை மேற்கொண்டு, சில தினத்தில் அதில் நேரிடும் அற்ப சங்கடத்தால் அதைக் கைவிடுவதுண்டி. பன்வருகிற திருட்டாக் தம் இசற்குத் தருகிறேன். ஒருவன் பழைய இலக்கியங்களைக் கற்கத் தொடங்கிச் சில நாள் கழியுமுன் நண்பளூருவன் வந்து அவனை நோக்கி, “பழைய விஷயங்களையும் வழக் காற்றற சொற்களையும் படித்து என் காலத்தை வீணிற் கழிக்கிறோம்? புதிய விஷயங்களையும் புதிய நூல்களையுங் கற்பதே நன்று” என, அவன் அதை விட்டுக் கணித சாஸ்திரத்தின் உயர்ந்த துறைகளைக் கற்கத் தொடங்கினான். இதையறிந்து இன்னொரு தோழன் போய், “நீ ஒரு சலாசாலையில் கணித பண்டிதனாகும் எண்ணங்கொண்டால் இந்த நூல்களைக் கற்க லாம்; உன் வாழ்நாட்குரிய சாதாரண காரியங்களுக்கு நாடெல் வாரும் கற்றிருக்கிற எணிதஞானமே போதும்; அதற்கு மேற் பட்டதெல்லாம் வியர்த்தப்பாய் முடியும்” என அவன் அதற்கும் இணங்கி வேறொன்று கற்கத் தொடங்கினான். இவ்வாறு அவன் வாழ்நாள் முழுவதும் ஒன்றைத் தொடங்குவதும் மாற்றுவதுமாய் யாதொரு பயனுமின்றிக் கழிந்ததுமன்றி, எந்தத் தொழிலிலும் பிரவேசித்துப் பயன்பெற இயலாதவனுமாய்ப் போய்விட்டான். விடாமுயற்சியினால் சிலர் ஆச்சரியராமான காரியங்களைச் சாதித்துப் பெரும்பெயர் படைத்திருக்கிறார்கள். ஆகவே மேற்கொண்ன பழக்க வழக்கங்களை ஆதீசரிப்பதுடன்,

ఉగ్ర మానుకంసి చలియా ముయంచినయి మెంతెకాణుడు ఇంటయ్యు ఈ
అగ్రంగు ఇంకటయామలు ఉపుకిల్లులు కిల వగుళితుత్తిలు ఎల్లగురుము
బయించుకంపటియాను ఉచ్చ పథవిషయ అంటవాను ఎన్పతర్కుచు
చంటెకం ఇల్లిలు.

TELUGU.

Translate into English :—

హీందూదేశములలో బెక్కుండు దేశాభిమానము లేదు.
జాతిపట్టుదలచేతను మతద్వేషములచేతను పూర్వకాలమునుండియు
జనులలో పలుభాగము లేర్వడి నైకమత్యము నశించి పరస్పరాభి
మాన మంపవలయు న్నమాటర్మైనను స్ట్రాంకు రాక యుండెను.
ఇప్పుడిప్పుడు హోణవిద్యాభ్యూసము చేసి నాగరకాగ్రగణ్య
అయినవారిలోను కొండఱయందు మాత్రమే నిజ మైనదేశాభిమానము
పొడసూపుచున్నది. నాగరష్టలై యున్నవారికి సయతము పూర్వము
మనదేశములో న్నన్నది దురాచారమయినను సదాచారమయినను
దానిని నిలుపఁ బెట్టుట్కు ప్రయోంచుటయే దేశాభిమాన మనవిపరీ
తాఖిప్రాయము కలిగి యున్నది. అందుచేతనే యట్టివాయ దేశము
యొక్క తేమమనకై యొన్నకైన నించుక పూర్వచారవిరుధ మైన
యాచరణమును డెచ్చుటకయి యత్నమచేయుచో వానికి విఫుం
తమ గలిగించి యట్టు చేయుటయే తమకు గౌరవ మసుకొని సంతో
షించుచున్నారు. నిజ మయినదేశాభిమానము గలవాఁ డెల్లప్పుడును
జనసామాన్యముయొక్క మేలునే చింతించుచు నిది పూర్వము మన
దేశములో న్నన్నదా లేదా యును విచారమును దూరము చేసి యాది
మనదేశమనకు తేమకరమా సప్పికరమా యని యాలోచించి సప్పికర
మైన దని యేడుడినయొపల పూర్వ మన్నదానినైనను మాన్సుటకును,
లాభకరమయిన దని తేలినపత్తమున క్రొత్తదానినైనను వెలయించు
టకును, పాటుపడవలయును. వాస్తవముగా దేశాభిమానము గల
వాడు ఎల్లజనులయిభిన్నధియిందును శ్రద్ధ యుంపవలయును; తాను
కేరియున్న జాతివారియొక్కయు మతమువాంయొక్కయు నభివృథిని
మాత్రమే కోరుము తక్కినవారి నడుగఁ క్రొక్కటకై ప్రయోంప

ರಾದು. ವಾನಿ ಪ್ರಯತ್ನ ಮಂತ್ರಯು ದೇಶಮುಲೋ ಸಾಧ್ಯ ಮಾಡಬಹುದಂತ ಮಂದಿಕೆ ಸಾಧ್ಯಮಾಡಬಹುದಂತ ಸೊಳ್ಳುವುದು ಗರಿಗಿಂಚುಟ್ಟಕೆ ಯಾಂಡವಲ ಯುದು. ಕಾಬಿಟ್ಟಿ ಮರವಾರೆಲ್ಲನು ಸ್ವಿಪರ್ಯಾಜನಪರತ್ಯಮುನು ಹದರಿ ಪೆಟ್ಟಿ ಹೊಂದುವುಲ ಮಾಡಬಹುದುನ ಮನ ಮಿದೇಶಮನಕು ಶೈಯವಲನಿನ ಕಾರ್ಯಮುನು ಡೆಲಿಸಿಕೊನಿ ದಾನಿನಿ ನಿರ್ದ್ಯಹೊಂಚುಟಕು ವಲಯುಸಾಧನಮುಲನು ಸಂಪಾದಿಂಚಿ ಯಾಕಾರ್ಯಮುನು ಪೂನಿಕತ್ವೋ ಸೆಱವೇರ್ಪನಲಯುನು. ಮನದೇಶಮನು ಮಂಬಿದಶಕು ಡೆಟ್ಟಿ ಲೋಕಮುಲೋನಿ ಪ್ರಸಿದ್ಧದೇಶಮನಲೋ ನೋಕಟೀಗಾರ ಶೈಯವಲಯು ಸನ್ನಿಚ್ಚೋ, ಮೊಟ್ಟಮೊದಲು ಸಾಮಾನ್ಯಜನಲ ಯೊಕ್ಕ ಸಿಂಗಿ ಭಾಗು ಚೇಯವಲಯುನು. ಪೂರ್ವಾನಿಕಮನ ಹೊಂದೂದೇಶ ಮಿಶ್ವಾದು ನಾಗ್ರಣ್ಯಕಾರಂಬಿ ಲಗುವೂಣಪ್ರಥಮತ್ಯಮಾರಿಪಾಲನಲೋ ಸುಸ್ನಿಂದುನ, ವಾರು ಪೂನಿಕತ್ವೋ ಜನಸಾಮಾನ್ಯಮಾಯೊಕ್ಕ ಹೇಮಮನು ವಿಚಾರಿಂಚುಟಂ ದೇಶಮನು ಮಂಬಿದಶಕು ಡೆಚ್ಚುಮನ್ನಾರು. ಜನಲ ಸಿಂಗಿ ಭಾಗು ಚೇಯುಟಕ್ಕ ಮಂದುಗಾ ವಾರಿಯಂ ದುಸ್ನಿಮಾಧತನು ತೋಲು ಗಿಂಂಬಲಯುನು, ಅಂದುಲಕು ವಿವ್ಯ ತಪ್ಪ ವೇಳು ಸಾಧನಮು ಶೇಡು ಗನಕ ಸಮಸ್ತ ಜಾತುಲವಾರಿಕಿನಿ ವಿದ್ಯ ನೇರ್ಪಂಪವಲಾಯಿನು.

KANARESE.

Translate into English :—

ಸೋಣಷ್ಟೆ ಇವುವರೆಗೂ ನಿರ್ನಾಪದ್ರಪಾದ ಕ್ರಿಂಬಿಯೆಂದು ಭಾವಿ ಸಲ್ಪಟ್ಟಿತ್ತು. ಆದರೆ ಈಚೆಗೆ ಅದು ದೋಗಜನಕವಾಗ ಬಂಡಂದೆಂಬ ಸಂಗತಿ ತಿಳಿಯ ಬಂದುವರಿಂದ ಮನಗಳಲ್ಲಿ ಅವು ಜಣ್ಣದಂತೆ ವ್ಯಾಢಿಸ್ವರು ಉತ್ತರಿಸು. ಸೋಣವು ಸೇರಿಕ್ಕೆ ಅಗ್ನಿಷ್ಠಾವಾಮಂಡಾಗ್ನಿಷ್ಠಾ, ಶಕ್ತಿ ಸಾಮಾಧ್ಯಾದೆಕ್ಕಿ ಅನ್ನ ಗಾತ್ರಕ್ಕೆ ಅತಿ ವಿಗಿಲಾದುದು. ಆದರೆ ವಿಪಯಃವಾಗಿ ಒಬ್ಬ ಮಹಾಕವಿಯು ಹೇಳಿರುಪ್ಪದೆನಂದರೆ : “ ಪೂರ್ವದಲ್ಲಿ ಕೆಲವರು ಶತ್ರುಗಳನ್ನು ಜಯಿಸುವುದಕ್ಕೆ ತಮಗೆ ಸಿಂಕದಂಥ ಪೌರುಪವು ಬೇಕಿ ಲ್ಲಿವೆಂಬೂ, ನಿಧಿಯ, ನಿದಾಂಕಣಿಷ್ಠಾಷ್ಟಿಷ್ಠಾ ಸೋಣದ ಶಕ್ತಿಯು ತಪಂಗಿ ಸೂಕೆಂದೂ ದೇವರನ್ನು ಪ್ರಾಧಿಸಿರು. ಸೋಣಕ್ಕೆ ಸಾಷ್ಟಿತಂತ್ರಾ ಹೆಚ್ಚಿ. ಆದಕ್ಕೆ ಮಾಡ್ದಿದೆ ಇಲ್ಲ. ಇವನು ಧೋರೆ, ಇವನು ಬಿಂಬಿಕನೆಂಬ ಮಂಡಿ

ದೇಯು ಎಷ್ಟುಮೊದಲೂ ಇಲ್ಲ. ಅದು ಎಲ್ಲಿಗೆ ಹೇಗೆಲೀ, ಯಾವಾಗಲೂ, ಎಲ್ಲರಲ್ಲಿಯೂ ಅಂತಂಬ್ರಹ್ಯತ್ವ, ಸ್ವಿಫ್ಟ್‌ಪರಾಯಣತೆ, ನಿರಂಕುಶತ್ವವನ್ನು ಭಾದ್ದಿಗಿ, ಜಗತ್ತೆಲ್ಲಿರ್ಬಿಯೇ ತನಗೇನೇಸ್ಥರ ಆದಂತೆ ನಿಲಾಕ್ಷ್ಯವಾಗಿರುವುದು. ಮಿತಾಯಿ ಅಂಗಡಿಯಿಂದ ಕಟ್ಟಿಕರ ಅಂಗಡಿಗೂ, ಅಲ್ಲಿಂದ ಒಂದು ಪ್ರಾಣಿಯ ಗಾಯದವೇಳೂ, ಅಲ್ಲಿಂದ ಆಹಾರ ಸೂಪುಗ್ರಿಯು ಹೇಳೂ, ಹಾರುತ್ತಾ ಸ್ವೇಚ್ಛೆಯಾಗಿ ಅಕಾಕದಲ್ಲಿಯೂ, ಕೊಂಡಿಗಳಲ್ಲಿಯೂ ತಿರುಗುತ್ತಾ, ರ್ಯಾಂಕಿರ ಶಬ್ದವನ್ನು ಮಾಡತ್ತು ಸಿಕ್ಕಿದವರ ವ್ಯೇ ವೇಲೆ ಕುಳಿತುಕೊಂಡು ಟೆಂಟ್‌ತ್ವ, ತಿನ್ನತ್ತೆ ವಿಹಾರಗ್ರೀಯುತ್ತದೆ.” ಈ ಕವಿಯು ವೇಡ್ಯುವಂತೆ ಇದರ ಸ್ವಾತಂತ್ರ್ಯವು ವೇಳೆಲ್ಲಿತ್ತೆ ದಾಗ್ಧ್ಯ, ಇದರಿಂದ ಉಂಟಾಗುವ ಕೆಡೆಕಿಗೆ ಜನರು ಇನ್ನು ಮುಂದಕೊಂಡು ಕಣ್ಣ ಮುಖ್ಯಕೊಂಡಿರುವುದಕ್ಕೆ ಅಗುಷ್ಟಿಲ್ಲ. ಸೋಳಿಯಂತೆ ಕೊಳವೆಯಿಂದ ವಿಷವನ್ನು ಇದು ಹರಡಿದೆ ಇದ್ದಾಗ್ರಹ, ಸಿಕ್ಕಿದ ಪದಾರ್ಥಗಳ ವೇಲೆ ಕುಳಿತುಕೊಳ್ಳುವುದರಿಂದ ತನ್ನ ಕಾಲಿಗೆ ಅಂಟಿಕೊಡಡ ಅಣಿಗಳನ್ನು ಒಂದರಿಂದಿಂದಕ್ಕೆ ಹಾಯಿಸಲುಭ್ಯದ್ದು. ಆ ಅಣಿಗಳು ಎಂಥ ವಾದರೂ ಆಗಿರಬಿಕುದು. ದೇಶಕ್ಕೆ ವಿಕೇರಿಸುತ್ತಾಗತಕ್ಕಾವಾದರೆ, ಅನ್ವಯಗಳಿಂದ ಅನ್ವಕೆವೇಳೆ ಕೇಡುಂಟಾಗುವುದು. ಹುಣಿಸುವೇಲಾಗೆಲ್ಲ, ಕೊಳಕು ವಾಂಸವವೇಲಾಗೆಲ್ಲ, ಹೇಸಿಗೆ ಗೊಬ್ಬಿರದ ವೇಲಾಗೆಲ್ಲ ಕುಳಿತಿದ್ದ ಅಲ್ಲಿಂದ ನೇರಾಗಿ ಮನುಪ್ಯರ ಶರೀರದವೇಲೆ ಕೂರುವುದರಿಂದ ಅದರ ಸೋಂಕನ್ನು ಹರಡುವುದು. ಮತ್ತು ಒಬ್ಬರ ಶರೀರದವೇಲೆ ನಿಂದ ಮತ್ತೊಬ್ಬರ ಶರೀರದ ವೇಲಕ್ಕೆ ಹಾರಿ, ಈಬೆಷ್ಟುದೇಶದಲ್ಲಿ ಮಂಜುನಾನಿಗಳು ಕಣ್ಣನ್ನೇಲ್ಲವನ್ನು ಜನರಲ್ಲಿ ಹರಡುವಂತೆ, ನವ್ಯನೊಣಿ ಸಹ ದೋಗವನ್ನು ಟಿಪ್ಪಿಮಾಡಬಿಲ್ಲದು. ಸೋಣಪ್ರೇ ಸ್ವಾಭಾವಿಕವಾಗಿಯೂ ಅಶಂಖಪ್ರಾಣಿಯು. ಉಪ್ಪು ಕಾಲವಲ್ಲಿ ಕೊಳೆಯಂತಹ ಪದಾರ್ಥಗಳ ಬಳಯಲ್ಲಿ, ಅಶಂಖಿಯಾಭಿಲಾಳಿ ಜನರಬಳಿಯಲ್ಲಿ ತಂಡೋಪ ತಂಡವಾಗಿ ವೃದ್ಧಿಯಾಗಿವುದು. ಲಕ್ಕೀಕ್ಕು ಪಟ್ಟಿದ ಮಂತ್ರಗೆಯಲ್ಲಿ ಸತ್ತ ಕಂದುಕೆಗಳನ್ನು ಕೊಳಿದಿರಲು, ಆ ಶವಗಳವೇಲೆ ನೊಣಿಗಳು ದೆಡುದಂಡಾಗಿ ಉತ್ತೇಸ್ತವಾಗಿ ಬಂಕಾಲ ಅಲ್ಲಿ ವಾಸಿಸುವುದಕ್ಕೆ ಅಸಾಧ್ಯವಾಗಿತ್ತು. ನೊಣಿಗಳು ಖಾಯಿಲಿಯವರನ್ನು ಹಿಡಿಸುವುದು ಕೆಡ್ಡು.

ಅದೆಲ್ಲಿಲ್ಲಯೂ ಕೊಳ್ಳಬಾದ ಹೋಗಿಗಳು ಬಾಯಿಯ ಹತ್ತರವೂ, ಅನ್ನ
ಪಾನಾದಿಗಳಷ್ಟೇರುವ ಪಾತ್ರಗಳು ಸಮಿಂದಿನ ಬಿಂದಿಯಿರುವುದು.
ಹೀಗೆ ಕೊಳ್ಳಬಾದ ಪದಾರ್ಥವೂ, ಅನಾಕೋಗ್ನವಾದ ಪದಾರ್ಥವೂ, ಹೋಗಿ
ಜನಕವಾದ ಪದಾರ್ಥವೂ, ನಿಮ್ಮಲವಾಗಿಯೂ, ಅಕೋಗ್ನವಾಗಿಯೂ
ಇನುವನ್ನಾಗಿ ತಗೆದರೆ ಅದರಿಂದ ಹೋಗಿ ಕರಡುವುದೆಂದೂ, ಈ ಜರ
ಡುವಿಕೆಗೆ ಹೇಳುವಾದ ಸೂರಣವೇ ಮುಖ್ಯಕಾರಣವೆಂದೂ ಹೇಳಬೇಕು
ನಿಷ್ಠಾರಣವಲ್ಲ.

MALAYALAM.

Translate into English :—

മത്തുമി എന്ന വിലിക്കപ്പെട്ടു പ്രദേശം നാസ്തികമായും മുകളിലെ വരവാർത്ഥിക്കാക്കുന്ന വഴിയിൽ താഴെയുള്ള പ്രദേശം ആകുന്നു. എന്നാണ് മില മത്തുമിക്കുടുടങ്ങുന്ന നടപടിഞ്ചുന്ന ഉറവുകൾ മുഴുവൻ; ഒരു വിധം ഇവയുടെ അവലോകനം ചെയ്യുന്നതും ഒരു സ്ഥാപനമാണ്. മെട്ടിക്കളും കാണപ്പെട്ടു. ‘അന്തരുക്കുകൾ’ എന്ന വിലിക്കപ്പെട്ടു; ഉറവുകൾ തന്നെയും വഴിയിൽ അപൂർവ്വമായി മുരാളിക്കൊണ്ടുനിന്നും മുരിക്കുന്നു; അന്തരുക്കാണ്ടി യാത്രക്കാർ പലപ്പോഴും ദാഹനക്കാർ പീറിറ്റിനുംഡാഡാ അനീതനും. മത്തുമിയിൽ മുടി യാത്രചെയ്യുന്നവർ അനുഭവിക്കുന്നതായ ക്രമം ഒപ്പുവെച്ചു കൈഞ്ഞണംകൊന്തു ദാതല്ലു. ചിലപ്പോൾ അവർക്ക് ദാർശനം വരികയും ചെയ്യുന്നു; കാണണം, വഴിയാറുക്കാർ കേരളമാർഗ്ഗാനുടെ പോക്കണം എന്ന കാണിക്കാൻ ഒരു ദാർശനം നുചന ചിന്മാരായി ലഭ്യമാക്കുന്നു. ആരു കുടുംബം ഒരു മത്തുമിയിൽ മുല്ലു; എം മരക്കുമ്പിൽ മുടി നഘ്യ ചെത്തുവാപിക്കുന്ന ഉണ്ടാക്കുന്നതു അന്താല്ലുംഡാക്കുന്നു. അഞ്ചിനെ വല്ലതും ഉണ്ടാക്കുന്നപ്പട്ടാൽ കാറിട്ടിച്ചു നേരുക്കൊണ്ടു ദുടി ജപ്പാക്കം. മിലപ്പോൾ ചുമ്പിക്കാറിട്ടിച്ചു നേരിനെ നധാരണക്കാരു ദാഖിപ്പുകൾ പൂരിക്കുന്നതും അരു പ്രദേശത്തെ ദുട്ടകയും ചെയ്യുന്നു. പിന്നെ ഒരു ദേശക്കാർ ഭയപ്പെട്ട പ്രതിരുദ്ധത്തിൽ ധനിച്ചിച്ചു അല്ല നിഖിലപ്പോരുക്കിയിൽ കൂച്ചുവടച്ചുരുക്കുമ്പോൾ മുടി വഴിയാത്രക്കാരെയും കുന്നിനക്കുത്തും കുടംബപ്പെട്ടിയും മേഖലക്കുന്നുണ്ട് കാട്ടിയി

உக்கி ஜிவனோடு இருக்கா. ஒரு வியல் நூலாற்றுப்பதில் உள்ள திருவள்ளுவிலும் அதுமிகு கூட திருவள்ளுவிலும் குஜராத்துப்புக்கா. உள்ளு திருவள்ளுவில் மேற்கூட அரவிசிராஜ்யம் உருப்புறையும் அல்லது; முதிர்கள் உசித நிதிய்வழிப்புத்தொண்டுவில் ஸ்விரவஸ்விக்கிய ஜங்கவிலும்; ஏது நூல் மேலாகங்கூட செய்துள்ள அரவிசிராஜ்யம் பலத்தீவுஷம் ஹவிடண்டில் செய்துள்ளது; ஸ்விரவஸ்வாயும் ஹஸ்தத ஹஞ்சக்கு பதிவாயி குடா ரண்டு கெட்டித்தெய்விகளை; ஹவஸ் குத ஶாஸ்திரப்புதெல்லோ விடு நெராளியேக்கு போக்கேயுள் ஒரு குடாரம் என்றும் எந்தாற்கொள்ள வேல்கள்; ஹவஸ் குதேயூயவற்று தேவை லீஷ்காவங் யாபிகவிலும்; ஹவக் குதவற்று ஸஹாயிக்கிய கட்சன்கூட குடாத திருப்பாக்களில் உசிதில் செய்து ஏரோவும் வேறுவும் சௌகாந்துவுடுஜி குதிரகத்தும் உள்ள. சில மதக்குலிக்கில் தூஷாந்துவுடுயைகள் பராந்துவகளை குத பக்கு வரவுக்கொட்டு பலத்தீவுஷம் குஜராத்துகள். ஸ்விரவஸ்விக்காலாய் விஸ்ரு தமால் பிருப்பங்களில் ஜபவரிபூஶ்மாய் ஸரஸ்வுகத்தும் தகாக்கன் தீஷம் பாயுமாலாய்கள் பக்குக்கெவிராயி சுகுவாக்கில் காளாபூத்துக்கா. உள்ளதி வரலை உருக்குவில் குடா லீஷ்யாக்ருவெய்தினால் தெய் தேவை க்கிளித்திரிக்கையை பார்வை காலிப்புஷாக்காயி அது; முறைதோடு குடி செய்துள்ள. என்னால் தனிகை நிராசங்கிழப்பிகை தைக்கவழி; அது ஸரஸ்வுகத்தும் தகாக்கன்தீஷம் பிரிவாணியதாயிக்கூட வராம்.

URIYA.

Translate into English:—

ଏଥେ ଉତ୍ତାରେ ୧୯୨୨ ଅକ୍ଟର ଏପ୍ଟିଲ୍ ମାସରେ ବୁସିମ୍ବା
ପ୍ରାନ୍ସ ବିବୁଦ୍ଧରେ ଯୁଦ୍ଧଦୋଷଶା ପ୍ରଗର୍ହ କଲା । ସୁତରାଂ ନେପୋଲି-
ଅନକୁ ପୁନକାର ରଣଶୈତରେ ଅବଜାଣୀ ହେବାକୁ ପଢ଼ିଲା ।
ତାଙ୍କର ଆଦେଶ ହିମେ କିମ୍ବର ସପ୍ରାହି ମଧ୍ୟରେ ପାଞ୍ଚଲକ୍ଷ ସେନ୍ୟ
ସଂଗୁଣ୍ଠତ ହେଲେ । ଏପରି ଉତ୍ସକର ସମରସକ୍ଷା ଛାଡ଼ିଗେପ
ମହାଦେଶରେ ପୁଣେ କଦାପି ଦୃଷ୍ଟି ଗୋଚର ହୋଇ ନ ଥିଲା ।

ନେପୋଇଅଳ ଅକଥମୟ ଆଡ଼ିମ୍ବର ସହକାରେ ପାଶୁନଗଣ୍ଠାରୁ
ନିଷ୍ଠାନ୍ତ ହେଲେ । ଉତ୍ତରେଷ ମହାଦେଶର ଅଞ୍ଚଳକାଂଶ ବାଜନ୍ୟ-
ବର୍ଗ ତାହାଙ୍କର ପ୍ରସାଦାର୍ଥୀ ହୋଇ ପଥମଧ୍ୟରେ ତାଙ୍କ ସଙ୍ଗରେ
ସାକ୍ଷାତ୍ କଲେ । ତାଙ୍କୁ ଦେଖିବା ନିମନ୍ତେ ଲକ୍ଷଳକ୍ଷ ନରନାଶ୍ରୀ
ଗ୍ରାମ ନଗର ତ୍ୟାଗକରି ମାର୍ଗମଧ୍ୟରେ ଅକୁଳଭାବରେ ପୁଣ୍ୟକାଳୀନ
ରହୁ ସିଲେ ।

ବୁଦ୍ଧିଆଦେଶ ମଧ୍ୟରେ ନେପୋଇଅଳ ସେନ୍ୟବର୍ଗ ସହିତ
ପ୍ରବେଶ କରି ଦେଖିଲେ ଯେ ସମ୍ବ୍ରଦ ଦେଶ ବିଧ୍ୟୁତ ହୋଇଅଛି ।
ତତ୍ତ୍ଵବିଦ୍ୟର ଦର୍ଶକ, ବିନାଶ ଶଶ୍ୟାଗାର ଏବଂ ଶସ୍ୟକ୍ଷାନ
କ୍ଷେତ୍ର ତାହାଙ୍କର ଦୃଷ୍ଟିଗୋତ୍ର ହେଲା । ବୁଦ୍ଧିଆର ସମ୍ବାଦ ଜାଣି
ସିଲେ ଯେ ସମରକ୍ଷେତ୍ରରେ ସେ କଦାପି ନେପୋଇଅଳଙ୍କ ସମକଷ
ହୋଇ ପାରିବେ ନାହିଁ । ତେଣୁ ସେ ବିଶ୍ୱରିଲେ ଯେ ତତ୍କା-
ଲୀନ ଶାତର ଭ୍ରାଷଣ ପ୍ରାଦୁର୍ଭବ ଏବଂ ଖାଦ୍ୟମାଗ୍ରୀର ଆଭାବରେ
ନେଥୋଇଅନଳ ସେନ୍ୟ ବିଶେଷରୁପେ ଅର୍ଦ୍ଧତ ହେଲେ, ସେ
ସେମାନଙ୍କୁ ନିଜ ସେନ୍ୟଦ୍ୱାରା ପରିବେଳେ କରି ସହଜରେ ସଂପୂର୍ଣ୍ଣ-
କୁପେ ସଂହାର କରିବେ । ଏହି ବିଶ୍ୱାସରେ ବୁଦ୍ଧିଯୁକ୍ତ ସେନ୍ୟବର୍ଗ
ଶତ୍ରୁ ଅଗ୍ରାହି ପଲାୟନ କରିଥିଲେ । ପଲାୟବାବେଳେ ସେମାନେ
ନଗରମାନ ସଂପୂର୍ଣ୍ଣକୁପେ ଦଶକର ଦେଇ ଯାଇ ସିଲେ । ସୁତରାଂ
ଫର୍ମଣିସ ସେନ୍ୟବର୍ଗକୁ ଅଛି ଭୟକର କଷ୍ଟ ଅନୁଭବ କରିବାକୁ
ହୋଇଥିଲା । ଲକ୍ଷଳକ୍ଷ ଫର୍ମଣିସ ସେନିକ ସେହି ଭ୍ରାଷଣ ଦେଶ-
ମଧ୍ୟରେ ଯାଉଥାକାରୀ କଲାବେଳେ ପଞ୍ଚଦ୍ଵୀପ ପ୍ରାୟ ହୋଇଥିଲେ । ୧୯୧୨
ଅକ୍ଟର ସେପ୍ଟେମ୍ବର ମାସ ସାତ ତାରିଖ ଦିନ ଉତ୍ତରପକ୍ଷ ବରେତ୍ତନା
ନାମକ ଝାନରେ ପରିଷ୍ଵରର ସମ୍ମନ୍ଦ୍ରୀନ ହେଲେ । . ଏହି ଯୁଦ୍ଧରେ

ପ୍ରାୟ ଏକଲକ୍ଷ ଲୋକ ନିହିତ ହୋଇଥିଲେ । ଏଥରେ ଫର୍ମଣ-
ସମାନେ ବିଜ୍ଞାପୀ ହେଲେହେଁ ଅତ୍ୟନ୍ତ ଶତଗତ୍ତୁ ହୋଇଥିଲେ ।
ରଣକ୍ଷେତ୍ର ଛାଡ଼ା ଅଭି କିମ୍ବା ସେମାନଙ୍କର ହୃଦୟର ହୋଇ ନ
ଥିଲା । ଏଥରଭାବେ ନେପୋଲିଅନ ନିଜ ସେନ୍ୟବର୍ଗସହ ବୁଝି-
ପ୍ରାର ପ୍ରାଣନ ବ୍ରାଜଧାରୀ ମଧ୍ୟେ ନଗର ଅଭିମୁଖରେ ଯାତ୍ରା କଲେ ।

FRENCH.

Translate into English :—

A trois heures de l'après-midi, le général se présenta devant le front du 1er bataillon, et leur adressa ces mots : "Mes amis, deux régiments viennent de lâcher pied : montrez à ces lâches comment les hommes de cœur savent se battre ; vive les Zouaves !" Le cri de "Vive le général" fut la réponse. On déploya immédiatement les compagnies en tirailleurs vers un bois fortement occupé par l'artillerie et l'infanterie Prussiennes ; le feu étant trop meurtrier, le général ordonna d'enlever la position à la baïonnette. Ce fut un moment magnifique, lorsque le général, le colonel, et M. de Ferron s'avancèrent au petit trot de leur cheval, à travers une grêle de balles, suivis au pas de course par tout le bataillon. Le bois fut littéralement enlevé d'assaut : vous dire la boucherie serait chose impossible ; les Zouaves frappaient comme dans du beurre, sans compter les coups de fusil qu'ils distribuaient largement. Le bois était pris, on avait déjà fait des centaines de prisonniers, une mitrailleuse était en notre pouvoir, et l'on allait emporter d'assaut le village. C'est alors que les Prussiens, s'apercevant de notre petit nombre, lancèrent sur nous plusieurs régiments de renfort. L'infanterie, qui nous voyait engagés, refusa de nous soutenir ; l'artillerie, qui devait nous appuyer, n'avait plus de munitions : il fallut battre en retraite. Ce fut un désastre épouvantable ; on eût dit une faux qui tranchait des épis ; les mitrailleuses, les balles, les obus, tout cela venait de tous côtés. Que de victimes ! il serait trop long de les énumérer ; on ne marchait que sur des corps. Sur quatorze officiers, trois seulement revinrent au camp le soir : jugez de la proportion ! Si seulement le mouvement avait été appuyé, c'était une splendide victoire, et sans doute l'armée de la Loire ne serait pas aujourd'hui en pleine déroute. Le deuxième bataillon peut-être aurait suffi. Malheureusement, tandis que nos camarades se faisaient bravement tuer, nous étions dans une position qui nous avait été assignée, comme étant des plus perilleuses ; mais notre rôle se borna à soutenir l'artillerie, sans tirer un coup de fusil.

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.
SANSKRIT: TEXT-BOOKS AND GRAMMAR.

I. Paraphrase :—

आदित्यः कृतकृत्य एव भविता सीतापतेरोदशं
साहाय्यं विरचय्य कीर्तिमतुलामादिसुना सूनुना ।
इत्यालोच्य तदा किल स्यमपि ख्यातिं प्रहीतुं परां
लङ्घायां रघुनाथदूतसरणी चन्द्रेण दीपायितम् ॥

II. 1. To what race did Dushyanta belong? Which was his capital? Is there any reference to indicate the exact locality of Kanya's hermitage? 2. What is the object of Kalidasa in introducing Durvásas in the play? 3. Mention the different kinds of marriage.

III. 1. Explain with full reference to the context:

(a) यात्येकतोऽस्तशिखरं पतिरोषधीना-

माविष्कृतोऽरुणपुरःसर एकतोऽर्कः ।

तेजोद्वयस्य युगपद्मसनोदयाभ्यां

लोको नियम्यत इवात्मदशान्तरेषु ॥

(b) सीताभिधानकमलां प्रभवे प्रदातुं

लङ्घार्णवं क्षुभितसैन्यतरङ्गभीमम् ।

वेधा ममन्थ किल रञ्जुभजञ्जराज-

भोगावृतेन पवनात्मजमन्दरेण ॥

(c) तस्मान्नास्मि विपक्षोऽद्य सपक्ष इति मां भज ॥

(d) इदं तत्प्रत्युत्पन्नमति खैणमिति यदुच्यते ॥

(e) स्पर्शानुकूलाइव सूर्यकान्तास्तदन्यतेजोऽभिभवाद्वमन्ति ॥

(f) कृत्ययोर्मिन्नदेशल्वाहौधीभवति मे मनः ।

पुरः प्रतिहतं शैलैः स्त्रीतः स्त्रीतीवही यथा ॥

(g) अर्कस्योपरि पतितं च्युतमिव नवमालिकाकुसुमम् ॥

(h) ध्रुवं स नीलोत्पलपत्रधारया

समिळुतां छेत्तुमृषिर्व्यवस्थति ॥

(i) देव तस्याः प्रतिष्ठासूनसूनाशैकमालितान् ।

मुद्रयिला प्रपन्नोऽहं लदभिज्ञानमुद्या ॥

2. Scan (e) and (h) in the above and name the metres in which they are written.

IV. 1. To what do the following refer:

(a) सूर्येन्दुपावकमहांसि तपेबलैन

जिला यथेच्छमभिष्टमिवान्धकारम् ॥

(b) दुर्वृत्तक्षत्रवंशवनपवनसारथिः ॥

(c) मूर्ते विघ्नस्तपस इव ॥

(d) स्खलैकिंपि कलिन्दशैलतनयाकल्पीलशङ्कावहा ॥

2. What are illustrated by the following:—

(a) न प्रभातरलं ज्योतिर्देति वसुधातलात् ॥

(b) तमस्तपति धर्माशी कथमाविर्भविष्यति ॥

V. 1. Hanuman is compared to (a) त्रिविक्रम, (b) सूतधार and (c) अक्षशौण्ड. Briefly state the points of comparison in each case.

2. तस्माच्छासितरावणे रघुपतौ यात्रा मम श्रेयसी ॥

Mention the arguments adduced in support of this statement. 3. सीतालतायाक्षिणिटा जटाभूत्—How is the metaphor maintained? 4. प्रत्यर्पितन्यास इवान्तरात्मा—What does the न्यास refer to? 5. न केवलं मामहरहुरोत्मा—What else? 6. रम्याग्नि वीक्ष्य मधुरांश्च निशम्य शब्दान्यर्थुत्सुको भवति यत्सुखितोऽपि जन्तुः ॥—How is this accounted for by the poet?

VI. Explain the allusions contained in:— 1. शतमन्युरपेतमन्युरासीत् ॥ 2. सागरेण कृतज्ञेन ॥ 3. शाखामृगे च भवतः प्रतिकूलवाले ॥

VII. What is meant by the following words and expressions:—
1. उदारः कल्पः । 2. वैधेयः । 3. मुस्ताक्षतिः । 4. किंपुनरिमामतिसन्धाय लभ्यते ।

VIII. Quote passages from your text parallel to:

1. मनःप्रवृत्तिसन्दिग्धे प्रमाणं हि महात्मनाम् ॥

2. क्षाध्यो वरोऽसौ तनया तवेयं स्त्रीरत्नभूता सदृशो हि योगः॥

3. नारीणां चिरवासी हि बान्धवेषु न रोचते ॥

IX. 1. Give the vigraha of अनोकह, पादप, अजय्या, वनोकट, प्रत्यहम्, पारावार, ऋषिकल्प, जीवग्राहम्, त्रैलोक्य, निःश्रेयस, and अहंप्रथमिका. 2. What part of the verb is each of the following:—

अवज्जिगमिषु, प्रत्याययित्तुम् and आदित्सुना. 3. Give two examples for each of the following samāsas:—एकशेष, अव्ययीभाव,

and अञ्जकसमास. 4. What changes do रात्रि and अहन् undergo at the end of compounds? 5. Write short grammatical notes on—बलभित्सखः, दक्षिणेन वृक्षवाटिकामालाप इव श्रूयते, एषा शिलापद्मधिशयाना, and पिधातुमनसाम्.

X. 1. Give the third person Singular:—(a) Aorist of मन्, दह्, यम् with उप. (b) Imperfect of सिच् with नि. (c) Potential of आप्. (d) Perfect of हा with वि. (e) Imperative of धा. (f) Aorist causal of स्था and दृश्. 2. Explain the force of the underlined in the following:—आनाकओकप्, विनीतवेषेण प्रवेश्यानि तपोव-
नानि नाम, अपि नामेयं कुल्यतेरसवर्णक्षेत्रसंभवा स्यात्, वीति-
होत्रसाकृत्य, अल्भस्मि निवर्जयितुम् and अलं विचार्य ॥

WEDNESDAY, 3RD DECEMBER, 10 A.M. TO 1 P.M.
SANSKRIT : TRANSLATION.

I. Translate into English:—

1. मेदश्छेदकुशोदरं लघु भवत्युत्थानयोग्यं वपुः

सत्त्वानामपि लक्ष्यते विकृतिमच्चित्तं भयक्रीधयोः ।

उत्कर्षस्स च धन्वनां यदिष्वद्विसध्यन्ति लक्ष्ये चले

मिथ्या हि व्यसनं वदन्ति मृगयामीद्विविनोदः कुतः ॥

2. नैतच्चित्रं यदयमुदधिश्यामसीमां धरित्री-

मेकः कृत्त्वां नगरपरिघप्रांशुबाहुभुनक्ति ।

आशंसन्ते समितिषु सुरास्त्कवैरा हि दैत्यै-

रस्याधिज्ये धनुषि विजयं पौरहूते च वन्ने ॥

३. अन्तहिंते शशिनि सैव कुमुद्धती मे
दृष्टिं न नन्दयति संसरणीयशीभा ।

इष्टप्रवासजनितान्यबलाजनस्य
दुःखानि नूनमतिमातसुदुस्सहानि ॥

४. यस्य लया ब्रणविरोपणमिष्टुदीनां
तैलं न्यषिच्यत मुखे कुशसूचिविद्वे ।
श्यामाकुमुष्टिपरिवर्धितको जहाति
सोऽयं न पुलकृतकः पदवीं मृगस्ते ॥

५. भानुसकृद्युक्तनुरङ्गः एव रात्रिन्दिवं गन्धवहः प्रयाति
शेषसदैवाहितभूमिभारः षष्ठांशवृत्तेरपि धर्म एषः ॥

६. औत्सुक्यमात्रमवसाद्यति प्रतिष्ठा
क्लिन्नाति लब्धपरिपालनवृत्तिरेवम् ।
नातिश्रमापनयनाय न च श्रमाय
राज्यं स्वहस्तधृतदण्डमिवातपतम् ॥

७. महाभागः कामं नरपतिरभिन्नस्थितिरसो
न कथिद्वर्णनामपथमपकृष्टोऽपि भजते ।
तथापीदं शश्वत्परिचितविविक्तेन मनसा
जनाकीर्ण मन्ये हुतवहपरीतं गृहमिव ॥

८. रजनिं चरमभागे वारसोमन्तिनीनां
करतलफलिताभिर्दीपिकामार्जनीभिः ।

दिशि दिशि परिसृष्टं यत्तमस्तत्समस्तं
हृदयमवजगाहे केवलं रावणस्य ॥

9. अहमहृष्टपतिकुलतिलकस्य सत्यसन्धस्य पितृनियोगसमुप-
नतवनवासनिरतस्य शूर्पकारातिबाधितशूर्पणखाप्राप्तवैरूप्यकुप्य-
त्खरप्रमुखनिश्चरबल्पलाल्जालकत्पान्तानलकत्पशिलीमुखरय क-
पउहरिणहननसमयपरिमुषितदारान्वेषणसंजातसुंग्रीवस्ख्यरय समु-
त्खातवालिकण्टकस्य दर्वृत्तक्षतवंशवनपवनसारथेस्तपोनिधेनामिद-
ग्न्यस्य भुजबलावलेपलोपहेतोः श्रीमतो दाशरथेद्रूतः ॥

10. निर्णयाविषयमस्य वालतः कर्णिकारनिकुरुम्बकर्वुः ।

निर्निमेषगणभाग्यसंचयादुग्निमेष भगवानुषुर्वुः ॥

11. रक्षस्त्रीवदनारविन्दरजनी विश्वम्भरावहिणी-
वर्षारम्भदशां दशाननयशःकादम्बकादम्बिनीम् ।

वैधव्योचितवेषनिधितमनोलङ्घावधूटीजटां
वैदेहाञ्छिजटासमां समकिरद्भूम्यां हनूमान् दिवि ॥

12. नैर्गुण्यमेव साधीयो धिगस्तु गुणगौरवम् ।

शाखिनोऽन्ये विराजन्ते खण्ड्यन्ते चन्दनद्रुमाः ॥

13. तापं हन्ति सुखं सूते जीवयत्युज्जवलं यशः ।

अमृतस्य प्रकारोऽयं दुर्लभः साधुसङ्गमः ॥

14. पातितोऽपि कराघातैरूत्पत्त्वेव कन्दुकः ।

प्रायेण हि सुवृत्तानामस्थायिन्यो विपत्तयः ॥

II. Translate into Sanskrit:—Dhritarāshṭra sent the Pāñdava princes on an excursion to the city of Vāraṇāvata, pretending that he wished them to see the beauties of that town. Meanwhile Duryodhana instigated his friend Purochana to precede them, and to build a house of lac (**लक्षा**) for their reception. When the princes were asleep in this house unsuspecting of danger, he was to set it on fire. The five Pāñdavas and their mother left Hastināpura amid the tears of the citizens, and in eight days arrived at Vāraṇāvata, where they were conducted by Purochana to the house of lac. Having been warned by Vidura, they soon discovered the dangerous character of the building, and with the assistance of a miner (**खनक**) sent by Vidura, dug an under-ground passage, by which they were to escape. Then they devised a plan, and agreed together that an outcaste woman with her five sons should be invited to a feast, and stupefied with wine. Bhīma was then to set fire to the lac-house in which they were all assembled. This was done. Purochana was burnt, as well as the woman with her five sons, but the Pāñdavas escaped by the secret passage. The burnt bodies of the woman and her five sons being afterwards found, it was supposed by Duryodhana that the Pāñdava princes had perished in the fire, and their funeral ceremonies were actually performed by Dhritarāshṭra. Meanwhile they hurried off to the woods; Bhīma, the strong one, carrying his mother and the twins, and leading his other brothers by the hands when through fatigue they could not move on. Whilst his mother and brothers were asleep under a tree, Bhīma had an encounter with a hideous giant named Hidimba, whom he slew. Afterwards he married Hidimbā the sister of this giant, and had a son by her named Ghaṭotkacha.

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.
LATIN: TEXT-BOOKS AND GRAMMAR.

I. 1. Decline: securis, seminecis, sanguis, abies, remex. 2. What cases are wanting in the declension of dapis? 3. Give the gender and genitive singular of: grando, imber, ictus, ilex, paries. 4. (a) Form masculine patronymics from Anchises, Iasus, Aeneas; (b) form a feminine patronymic from Nereus; (c) from what is Alcides formed?

II. 1. Write down the principal parts of the verbs to which the following belong and say what part each is: pertaesum, adfixus, irrepserint, praeusti, delibutus, renarint. 2. Give the derivation of anceps, auspicium, egregius, convicium, immunis. 3. Of what are the following words compounded: dirimo, debilis, concutio, irremebilis?

III. 1. What is the meaning of the following phrases: tempestiva convivia, quaestio legitima, sidus fervidum, Circae moenia, Sabella carmina, Thyestae preces? 2. Translate into English: (a) tabula-

rum fidem resignavit; (b) in beneficiis ad aerarium delatus est; (c) ore favete omnes; (d) ex pueris excessit. 3. Translate into Latin: (a) You must register your name before a praetor within sixty days. (b) He seemed too stern for such pursuits. (c) The soldier fights for the sake of glory at the hazard of his life. (d) The fight was fiercer than might have been expected from the number of the combatants.

IV. Give an example of each of the usual forms of conditional sentence in Latin.

V. In the following passage turn the Oratio Recta into Oratio Obliqua and the Oratio Obliqua into Oratio Recta : Tum Romanus, sinu ex toga facto, "Hic," inquit, "vobis bellum et pacem portamus; utrum placet, sumite." Sub hanc vocem haud minus ferociter, daret utrum vellet, succlamatum est; et quum is iterum, sinu effuso, bellum dare dixisset, accipere se omnes responderunt et, quibus acciperent animis, iisdem se gesturos.

VI. Translate with notes on the cases of the italicised words:—

1. Oculos furare *labori*.
2. Hic duo rite mero libans carchesia *Baccho*
Fundit humi.
3. Nunc insurgite *remis*.
4. Et fors aequatis cepissent *praemia rostris*,
Ni palmas *ponto* tendens utrasque Cloanthus,
Fudissetque preces, divosque in vota vocasset.
5. Itaque acrius de integro coortum est bellum, pluribusque *partibus*.
6. In prospectu Alpes habeant quarum alterum latus *Italiae* sit.

VII. Translate with notes on the mood of the italicised words:—

1. Adeo varia fortuna belli ancepsque Mars fuit, ut propius periculum fuerint, qui vicerunt. 2. Odiis etiam prope majoribus certarunt quam viribus, Romanis indignantibus, quod victoribus victi ultro *inferrent* arma, Poenis, quod superbe *crederent* imperitatum victimis esse. 3. Quotiens ego hunc vidi, cum litteram scripsisset nullam, magnum numerum optimorum versuum de eis ipsis rebus, quae tum *agerentur*, dicere ex tempore!

4. Id quod gerondis rebus *superesset*, quieti datum.
5. Itaque latius, quam qua *caederetur*, murus ruebat.

- VIII. 1. Point out the figure of speech in each of the following:
- (a) Ex his studiis haec quoque crescit oratio et facultas.
 - (b) His laeta deae permulxit pectora dictis.
 - (c) Finis et Gallis territandi et pavandi fuit Romanis.

2. Explain the historical references in :

Altera jam teritur bellis civilibus aetas,
Suis et ipsa Roma viribus ruit.
Quam neque finitimi valuerunt perdere Marsi
Minacia aut Etrusca Porsenae manus,

Aemula nec virtus Capuae nec Spartacus acer
 Novisque rebus infidelis Allobrox,
 Nec fera caerulea domuit Germania pube
 Parentibusque abominatus Hannibal:
 Impia perdemus devoti sanguinis aetas.

8. What are the mythological references in the following?—
 (a) Non hoc Argo contendit remige pinus,
 Neque impudica Colchis intulit pedem.
 (b) Structa meis (Neptuniis) manibus perjuræ moenia

Trojae.

IX. 1. Scan the following, pointing out any metrical irregularities that occur:

- (a) Victor apud rapidum Simoenta sub Ilio alto.
 (b) Nusquam amittebat, oculosque sub astra tenebat.
 (c) In mare seu celsus procurrerit Appenninus.

2. Explain the terms *hiatus* and *caesura*.

3. Mark the caesura in the above lines.

X. 1. What do you know of the Lex Plautia-Papiria?

2. State briefly the main facts of the life of Vergil or Horace.

WEDNESDAY, 3RD DECEMBER, 10 A.M. TO 1 P.M.

LATIN : TRANSLATION.

I. Translate into English:—

1. Qualis saepo viae deprehensus in aggere serpens,
 Ærea quem obliquum rota transiit, aut gravis ictu
 Seminecem liquit saxo lacerumque viator;
 Nequicquam longos fugiens dat corpore tortus,
 Parte ferox, ardensque oculis, et sibila colla
 Arduus attollens; pars vulnere clauda retentat
 Nexautem nodis seque in sua mombra plicantem.
 Tali remigio navis se tarda movebat;
 Vela facit tamen, et velis subit ostia plenis.

2. Jam quo dies epulata novem gens omnis, et aris
 Factus honos; placidi straverunt aquora venti,
 Creber et aspirans rursus vocat Auster in altum.
 Exoritur procurva ingens per litora fletus;
 Complexi inter se noctemque diemque morantur.
 Ipsac jam matres, ipsi, quibus aspera quondam
 Visa maris facies et non tolerabile numen,
 Ire volunt, omnemque fugae perferre laborem.
 Quos bonus Æneas dictis solatur amicis,
 Et consanguineo lacrimans commendat Acestae.

3. Quo, quo scelesti ruitis? aut cur dexteris
 Aptantur enses conditi?
 Parumne campis atque Neptuno super
 Fusum est Latini sanguinis?

Non ut superbas invidae Carthaginis
 Romanus arees ureret:
 Intactus aut Britannus descenderet
 Sacra catenatus Via:
 Sed ut, secundum vota Parthorum, sua
 Urbs haec periret dextera.
 Neque hic lupis mos, nec fuit leonibus,
 Nunquam, nisi in dispar, feris.
 Furorne caecus, an rapit vis acrior?
 An culpa? responsum date.

4. Nulla nocent pecori contagia, nullius astri
 Gregem aestuosa torret impotentia.
 Pluraque felices mirabimur; ut neque largis
 Aquosus Eurus arva radat imbris,
 Pinguis nec siccis urantur semina glebis,
 Utrumque rege temperante caelitum.
 Non huc Sidonii torserunt cornua nautae,
 Laboriosa nec cohors Ulixel.
 Jupiter illa pia secrevit litora genti,
 Ut inquinavit acre tempus aureum.

5. Quum diu anccps fuisse certamen, et Saguntinis, quia
 praeter spem resisterent, crevissent animi, Poenus, quia non
 vicisset, pro victo esset, clamorem repente oppidani tollunt hos-
 temque in ruinas muri expellunt, inde impeditum trepidantemque
 exturbant, postremo fusum fugatumque in castra redigunt. Interim
 ab Roma legatos venisse nuntiatum est; quibus obviam ad mare
 missi ab Hannibale qui dicenter, nec tuto eos adituros inter tot
 tam effrenatarum gentium arma, nec Hannibali, in tanto discri-
 mine rerum, operae esse legationes audire.

6. Ibi raptim caca materia ratesque fabricatae, in quibus
 equi viri quo et alia onera trajicerentur. Hispani sine ulla mole,
 in utras vestimentis conjectis, ipsi caetris superpositis incubantes
 flumen tranavere; et aliis exorcitus, ratibus junctis trajectus,
 castris prope flumen positis, nocturno itinere atque operis labore
 fessus, quiete unius diei reficitur, intento duce ad consilium oppor-
 tune exsequendum.

7. Quare conservate, judices, hominem pudore eo quem
 amicorum videtis comprobari cum dignitate, tum etiam vetustate;
 ingenio autem tanto, quantum id convenit existimari, quod sum-
 morum hominum ingenii expetitum esse videatis; causa vero
 ejusmodi, quae beneficio legis, auctoritate municipii, testimonio
 Luculli, tabulis Metelli comprobetur. Quac quum ita sint, petimus
 a vobis, judices, si qua non modo humana, verum etiam divina in
 tantis negotiis commendatio debet esse, ut eum qui vos, qui im-
 peratores vestros, qui populi Romani res gestas semper ornavit,
 quique est eo numero, qui semper apud omnes sancti sunt habiti,
 sic in vestram accipiatis fidem, ut humanitate vestra levatus potius,
 quam acerbitate violatus, esse videatur.

(Not from Text-Books.)

8. Segesta est oppidum pervetus in Sicilia, quod ab Æneas fugiente a Troja atque in haec loca veniente conditum esse demonstrant. Itaque Segestani non solum perpetua societate atque amicitia, verum etiam cognatione se cum populo Rcmano coniunctos esse arbitrantur. Hoc quondam oppidum, quum illa civitas cum Poenis suo nomine ac sua sponte bellaret, a Carthaginiensibus vi captum atque deletum est; omniaque, quae ornamento urbi esse possent, Carthaginem sunt ex illo loco deportata. Fuit apud Segestanos ex aere simulacrum Diana, cum summa atque antiquissima praeditum religione, tum singulari opere artificioque perfectum. Hoc translatum est Carthaginem.

II. Translate into Latin :—About this time, Attalus, King of Pergamus, died. In his will he bequeathed his kingdom and all his treasury to the Roman people. But Aristonicus, the brother of the deceased king, refused to recognize the will, and claimed the kingdom as his lawful inheritance. His claim was supported by many, who ranged themselves under his standard. The consul Licinius Crassus, who was sent against him in B.C. 131, fell into the hands of the rebels and was killed. M. Perpenna brought the war to a close. Aristonicus, defeated in the battle at Stratonica and made prisoner, was taken to Rome, where he adorned his victor's triumph.

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.
ARABIC: TEXT-BOOKS AND GRAMMAR.

I. Write down ;—1. the meanings of :—

إنماع - مزلة القدم - حيد - مطية الهذر - تزلف وامتناله
اوامر - قنطرة خشب - إامتنكاف - سمير - معاشرة -
مشتلج - دعابة - اصهار - أحتاب - أهرام - شيمهم
شرامة الدواب - نوافج

2. the literal meanings and the roots of the following verbs,
explaining the تعليل of each :—

اتخذت - حلّت - امتننت - آوا - استولوا - يعدُ -
يغزو - ق - قلن - بعن *

3. the person, tense, and bāb of the following verbal forms :—
يقف - تشم - ينضيـان - يتـكـمان - لم يؤمن - قاموا
احتازوا - افـاعـوا *

II. Paraphrase, adding explanatory notes where necessary :—

في ارض اندلس تلتذّ نعماً
 ولا يفارق فيها القلب مرأة
 وليس في خيرها بالعيش مُنْتَفَعٌ
 ولا تقوم بحق الانس صهباء
 وأين يُعدّ عن ارضٍ تُخَصّ بها
 على المدايمة أمواه وافياه
 وكيف لا يبهج الابصار رؤيتها
 وكل روضٍ بها في الرشى صنعاً
 الها رها فضة والمسك تربتها
 والهز روضتها والدر حصباء
 وللهواء بها لطف يرقّ به
 من لا يرقّ وتبعد منه آهواه
 ليس النسيم الذي يهفو بها سحراً
 ولا انتشار لالي الطل آنداء
 وانها أرج التّد استشار بها
 في ما ورد فطابت منه ارجاء
 وابن يبلغ منها ما أصنفه
 وكيف يحوي الذي حازته لاحفاء

III. 1. Quote:—(a) the ناهض اشعار of which beautifully describe the fertility of Egypt; (b) the lines parallel in sentiment to

اگر فردوس بروی ذمین است

* همین امسع و همین است و همین امسع *

2. Give a brief account of "The Nile" in simple Arabic.

IV. 1. On what grounds is انسان characterised as مجموع ملک and حیوان - ظابت - عالم صغير - مرکب ?

2. Translate into English:—

القوى صفت من الملائكة خلقها الله تعالى لتدبير الابدان و قوام منافع اعضائها من الا فعال والادراكات - فتشبه افعالها فيها افعال صناع البلد و مسكناتها - فان حال البدن مع الروح وهذه القوى تشبه مدينة حامرة بالاتها مانوسة بسكناتها مفتوحة الاموال مسلوكة الطرق انتشارة الصناع - و حاله عند النوم و هدوء الحواس و سكون المركبات تشبه حال المدينة بالليل اذا اغلقت ابوابها و تعطلت صناعتها و نام اهلها

V. 1. Under what conditions does الجمع operate as a cause for a word being غير منصرف ? Are the words فوازنه غير منصرف ? Give reasons for your answer discussing the subject under all its bearings. 2. How do the bábs تفاعيل and مفاعده differ from each other ? Illustrate your answer by examples. 3. How are the feminines of masculine nouns formed ? Give six examples of common gender.

- VI. 1. Define the term مصدر مبهمي and give four examples.
 2. When does the aorist مضارع of the verb lose its final vowel altogether? 3. Change the following into passive:—

مسار يزيد من بغداد الى المدينة - اتي الله بني اسرائيل
 كتابا - امرت زيدا بقتل عمرو - اعطي زيدا درهما -
 لم يقدر السلطان اخذه - جاء عمر النبي بنامين من العرب *

- VII. 1. In what cases is the خبر (predicate) omitted?
 2. Does the خبر (predicate) necessarily precede the subject?
 3. Is the subject indefinite?

WEDNESDAY, 3RD DECEMBER, 10 A.M. TO 1 P.M.

ARABIC: TRANSLATION.

I. Translate into English as literally as possible:—

وَأَمّا الْأَصْنَامُ وَكَثْرَةُ عَدِّهَا وَعَظَمُ صُورِهَا فَأَمْرٌ يَفْوَتُ الْوَصْفَ وَيَتَجَوَّزُ التَّقْدِيرَ - وَأَمّا إِلْتَقَانُ أَشْكالِهَا وَاحْكَامُ هَيْقَنِهَا وَالْمَحَاكَاتُ بِهَا الْأَمْوَارُ الطَّبِيعِيَّةُ فَمَوْضِعُ التَّعْجِيبِ بِالْحَقِيقَةِ - فَمِنْ ذَلِكَ صَنْمُ دَرَعَانَةِ سُوْلِي قَاعِدَتِهِ فَكَانَ نِيفَا وَلَثْيَنَ دَرِاعَا وَكَانَ مَدَاهُ مِنْ جَهَةِ الْيَمِينِ إِلَى الْيَسَارِ نَحْوَ حَسْنِي اذْرَعَ - وَمِنْ جَهَةِ الْخَلْفِ إِلَى الْأَمَامِ عَلَيْ تِلْكَ النِّسْبَةِ وَهُوَ حَجَرٌ وَاحِدٌ مِنَ الْصَّوَانِ إِلَّا حَمْرٌ وَعَلَيْهِ مِنَ الدَّهَانِ الْأَحْمَرِ كَائِنٌ لَمْ يَزِدْهُ تَقَادُمُ الْأَيَّامِ إِلَّا جِدَّةً - وَالْعَجَّابُ كُلُّ الْعَجَّابِ كَيْفَ حَفِظَ

فيه مع عظيمِ النظامِ الطبيعيِ والتَّنَاسُبُ الْعَقِيقِيُّ
وانتَ تَعْلَمُ أَنَّ كُلَّ وَاحِدٍ مِّنَ الْأَعْصَاءِ الْآلِيَّةِ الْمُتَشَابِهِ
لَهُ فِي نَفْسِهِ مِقْدَارٌ مَا وَلَهُ الْحِلُّ سَائِرِ الْأَعْصَاءِ نِسْبَةً مَا
بِذَلِكَ الْمِقْدَارِ وَبِتِلْكَ النِّسْبَةِ يَحْصُلُ حَسْنُ الْهَيْبَةِ وَمَلَحَّةُ
الصُّورَةِ فَإِنْ اخْتَلَ شَيْءٌ مِّنْ ذَلِكَ حَدَفَ مِنَ الْقَبْحِ
بِمِقْدَارِ الْفَحْلِ - وَقَدْ أَحْكَمَ فِي هَذِهِ الْأَصْنَامِ هَذَا النِّظامُ
إِحْكَامًا أَيَّ إِحْكَامٍ فَمِنْ ذَلِكَ مَقَادِيرُ الْأَعْصَاءِ فِي نَفْسِهَا
ثُمَّ تَسْبُّ بَعْضُهَا إِلَيْهَا بَعْضٌ *

2. النَّجْمُ كُلُّ نَبَاتٍ لَّيْسَ لَهُ سَاقٌ صَلْبٌ مُرْتَفِعٌ
مُشَلَّ الْزَّرْوَعَ وَالْبَقْوَلِ وَالْأَرْيَاهِينِ وَالْمَهَاشِيشِ الْبَرِّيَّةِ -
وَمِنَ الْأَمْوَالِ الْعَجِيْبَةِ الْقُوَّةُ الَّتِي خَلَقَهَا اللَّهُ فِي نَفْسِ
الْحَبَّ فَإِنَّهَا إِذَا وَقَعَتْ فِي الْأَرْضِ جَدَبَتْ بِوَاسِطَةِ ذَلِكَ
الْقُوَّةِ الرَّطْبَةِ مِنْ نَفْسِ الْأَرْضِ مَا حَوَالَهَا كَمَا تَجَذَّبَ
مُشَعْلَةُ النَّارِ فِي السِّرَاجِ ذَلِكَ الرَّطْبَةُ فَتَعْمَلُ فِيهَا الْقَوْلِيُّ
الْطَّبِيعِيُّ بِأَرَادَةِ اللَّهِ تَعَالَى حَتَّى تَبَلُّغَ كَمَالَهَا كَمَا أَرَادَ
الَّهُ تَعَالَى - وَالنَّجْمُ فِي النَّبَاتِ كَالْحَيْوَانِ الصَّغِيرِ فِي
الْحَيْوَانِ الْكَبِيرِ فَكَمَا أَنَّ عِنْدَ هَذَهِ الْبَرِدَ لَا يَبْقِي مِنَ
الْحَيْوَانَاتِ الَّتِي لَا يَعْظَمُ لَهَا شَيْءٌ فَكَذَلِكَ لَا يَبْقِي مِنَ
النَّبَاتِ الَّتِي لَيْسَ لَهَا خَشَبٌ صَلْبٌ شَيْءٌ *

II. Translate into Arabic :—

Two pigeons, a male and a female, filled their nest with wheat and barley. Said the male to the female, " So long as we find in the wilderness something to live on, we will not eat anything out of what we have here. When winter arrives and nothing is to be found in the wilderness, we shall have recourse to what there is in our nest and eat it." The female was content with this and said to him, " How wise you are ! "

* The grain, however, was moist when they (two) put it into their nest. The cockbird flew away and disappeared. But when summer came the grain dried up and grew less so that when the male on his return found the grain wanting, he said, " Did we not join in making up our mind not to eat any of it, why then did'st thou eat it ? " She swore she had not eaten of it and excused herself to him, but he would not believe her and ceased not to pierce her with his beak until she died.

When the rains came with winter the grain grew moist again and filled the nest as before. When the male saw this, he repented and ceased to eat or drink until he died by her side.

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.

PERSIAN : TEXT-BOOKS AND GRAMMAR.

I. Explain the meanings in simple Persian of :—

کاف کن - بحکم نظر - ثبت یداک - آگندہ
 گوش - مناخ - دوک - میتین عاج - حام مثال - شاه
 سیارگان - حکیم الهی - چمازگان - برید تیز گام -
 مرhabا زدن - اجتماع نقیضین - دیده دوختن - گوش
 کردن - تبرذین - دام یار - منسوج باف - شانه عاج -
 مکافات برین نوشتن - مقای نیل - و قید *

II. 1. Write out the following in simple Persian :—

احتیاج بادشاهه بوذریغ ناصح کامل و ندیم خردمند فاضل
 بهبیت آلسست تا اکر خرور چباری و لھووس شهریاری
 اورا از منهج حلم و برد پاری مبھرف میاڑدہ وزیر صائب

تدبیرش بطريق مناصحت برآه صلح آورده برجاده
 مسكون و وقار ثابت قدم گرداند - و بهوشداروي موعظت
 انحراف مزاج عدالى را زائل ساخته بر مسمت مسلمانتش
 مسمت استقامت بخشد - تا بمواهب فضل کردگار و
 میامن حلم و وقار و خلوص نصیحت و صفاتی نیست
 وزیر کامگار در هم امور مظفر و منصور شود - و بهر
 جانب که روی آرد فتح و نصرت رفیق و قرین و اقبال
 و دولت ناصر و معین وی باشد - و اگر احیاناً بحسب
 موافقته هوا و متابعت نفس پر دخا درکاري حکم
 فرماید - و بی تأمل و تفکر نه از روی بصیرت و تدبیر
 پروانچه دهد برآ روشن چنان وزیر مخلص شرود ضرورش
 تسکینی یابد - و تدارک خلل وتلافي زل آن در حیز
 لعدن نماید *

2. Point out and explain the معنوي in: صنائع لفظي

چو درویش بے برگ دیدم درخت
 قوي بازوan مسست و در مانده مخت
 طمع کرده بودم که کرمان خورم
 که ناگه بخوردند کرمان سرم *

بسالي ذجورت جکر خون کنم
 بیلک ماعت از دل بدرا چون کنم *
 که دوشینه مغروف بودي و مسست
 ترا و مرا بربط و مر هشکست *

چه مردی کند در صفت کارزار
 که دستش نهی باشد و کارزار *
 عصای کلیم الد بسیار خوار
 پس آنکه نمایند خود را لزار *
 چو دوزخ که مسیرش کنند از و قید
 دگر بانگ دارد که هل من مزید *

III. Explain in simple Persian the following, expanding the metaphors and similes, if there be any :—

- (۱) معنی قضا منشور سلطنت اورا بتوقیع و
 رب هب لی ملکا لا ینبغی لاحد من بعدی موشح
 ساخته - و مایس قدر زین تمکین بر پشت مرکب صبا که
 خدوها شهر و رواحها شهر نمونه مسیر او مست نهاده *
- (۲) حکم ترا در حل و عقد امور ثانی اثنین فرمان
 سلطانی می شناسند *
- (۳) هرچه بر آدمی حادف گردد چون بعروة الوثقى
 صبر تسلک جوید عاقبة الامر چهره مراد در نظر آید *
- (۴) آفتاب خاوری از شرم آن روی در پرده
 تواریت بالهجاب کشیدی *
- (۵) شرم داشت که اثر تردد ظاهر گردالد - و نقض
 و ابرام با یکدیگر متصل که حکم اجتماع نقیضین دارد از
 خود فرا نماید *
- (۶) رقعة احتیاج بروکسے خواهد که صفة عذاری

بایت حسن و جمال مزین پاشد - و نیکوئی از تازه روئی
چشم دارید که رخسار حالش بحال خوبی آرامست بود -
اطلبوا خیر عند حسناست الوجوه اشارت بدان است که
حسن صورت نمونه لطافت معنی است *

(۷) ثنائی که از فحواي آن روائح محبت بمشام
قد و سیان رسد و مضبوتش از مناشیر تباشير صبح
معادت خبر دهد تقدیم فرمود *

(۸) ایشان تور حیله گرم دیده فطیر تزویر
درستند *

IV. Render the following into modern Persian :—1. This work is not worth the trouble. 2. It is a pity he does not know Arabic. 3. The matter has gone beyond itself. 4. Four per cent. Government paper is sold at Rs. 108-5-0. 5. I have given up being a pleader.

V. Explain by close paraphrase the following verses, adding explanatory and other notes where necessary ;—

(۱) چو مسدان کسی سخت روئی نکرد

که خابسک تادیب برسر نخورد *

(۲) جوان دیدم از گردش دهر پیر

خد لگش کمان ار خوانش ڈریر *

(۳) کسان را نشد ناوک الدر حریر

که گفتم بدوزند مسدان به تیر *

(۴) چه خوش گفت شاگرد منسوج باف

چو عنقا بر آورد و پیل و ذراف *

(۵) زکتابشن آن دود مسابق به برد

پزرگ آمد بش طاعت از طفل خرد *

- (۶) منه آبروی ریا را محل
که این آب در ذیر دارد و حل *
- (۷) همی میزدست عیسیو از لآخری
تو در بند آنی که مسک پروری *
- (۸) کسی را که درج طمع در نوشته
نایابد بکس حمد و خادم نبیشه *
- (۹) بموسی کهن عمر کوتاه امید
مرعش کرد چون دست موسیو مسپید *
- (۱۰) نباید میهن گفت نا ماخته
نشاید بریلش نینداخته *

VI. 1. Write short notes on the following, referring to the context in which they occur in *بستان* and *نووار مهیلی* :-

ابلال - قارون - سعبان - حجاج یومسف - مادر -
بلادر - مهیل یمنی - ماه ختنی - حکیم کار پدون *

2. Prove the truth of either of the following statements by referring to a story from your prose work :—

- کلید توکل گر آید بدست
در گنج اقبال بتوان کشود *
بپوگان صدق اندرین عرصه گاه
زمیدان توان گوی دولت ربود *
(۲) جزای بدکاران ببیچ وجه در توقف نماید *

VII. 1. What is the difference between *های اصلی* and *های وصلی*? What are the uses of the latter when affixed to

words? Give examples. 2. Are the sounds of **الف** and of **و** ever modified? If so, how? How is **همزه** used in Persian? 3. What tenses are used after verbs signifying command? 4. How are some of the pronouns modified, and why?

VIII. There being no infinitive mood in Persian, how is its place supplied in such sentences as "I am going to send him a letter." "He told me to leave the place." Give idiomatic renderings.

IX. Define and illustrate:—

جناح بين اللغتين - لغز - اشباع - تصحيف -
***براعة الاستهلال - متلون تأكيد المدح بما يشبة الذم - توجيه ***

X. Write a short letter in Persian to your younger brother on "The evil influences of bad company."

WEDNESDAY, 3RD DECEMBER, 10 A.M. TO 1 P.M.

PERSIAN : TRANSLATION.

I. Translate into Persian:—

"Was it not incumbent upon my preceptor to make me acquainted with the distinguishing features of every nation of the earth; its resources and strength, its mode of warfare, its manners, religion, form of government, and wherein its interests principally consist; and by a regular course of historical reading, to render me familiar with the origin of States, their progress and decline, the events, accidents, or errors, owing to which such great changes and mighty revolutions have been effected?"

"Far from having imparted to me a comprehensive knowledge of the history of mankind, scarcely did I learn from you the names of my ancestors, the renowned founders of this empire. You kept me in total ignorance of their lives. A familiarity with the languages of surrounding nations may be indispensable in a King; but you would teach me *Arabic*, a language wherein no one can hope to become proficient without ten or twelve years' close application.

"Forgetting how many important subjects ought to be embraced in the education of a Prince, you acted as if it were chiefly necessary that he should possess great skill in grammar and such knowledge as belongs to a Doctor of Law; and thus did you waste the precious hours of my youth in the dry, unprofitable and never-ending task of learning words." (Aurungzeb to his quondam tutor.)

II. Translate into English :—

چنین گفت پیش ذخن کر گسی
 که نبود زمی دوریین ترکسی *

ذخن گفت ازین در نشاید گذشت
 بیا تاچه بینی بر اطراف داشت *

شییدم که مقدار یک روزه راه
 بکرد از بلندی به پستی نگاه *

چنین گفت دیدم گرفت باورست
 که یک دام گندم بهامون در است *

ذخن را نمایند از تعجب شکیب
 ذ بالا نهادند سر در نشیب *

ندانست ازان دانه بروخوردنش
 که دهر افگند دام در گردنش *

نم آبستن در بود هر صدف
 نه هر بار شاطر ذند بر هدف *

ذخن گفت ازین دانه دیدن چه مسود
 چو بینائی دام خصمت نبود *

شییدم که می گفت گردن به بند
 نباشد حذر باقدر مسود مند *

اجل چون بخونش بر آورد دمست
 قضا چشم بار یک بیش پی بست *

در آبے که پیدا نیاشد کهار
خورو شناور نیاید بکار *

2. آورده الد که جهتی کبوتر در اوائل تا بستان
دانه چند فراهم آوردند و در گوشة چهت زمستان
ذخیره بهادند و آن دانها نم داشت چون تا بستان با خر
دمید حرارت هوا اثر کرده دانها خشک شد از آنچه
پیشتر بودی کمتر مینمود و کبوتر لر درین وقتها از
خانه خائب بود چون باز آمد و دان را اندک دید جفت
را ملامت آغاز کرد و گفت این دالها چهت قوت
زمستان نهاده بودیم که چون مشدت سرما پدید آید و از
کشرت برف دان در صحراء نمایند بدان گذراییم - درین
وقات در کوه و دشت چینه یافت شود تو ذخیره را چرا
خوردی و از طریق حزم اجتناب ورزیدی آخر نشنیده
که حکما گفته اند - فرد - کنون که برگ و نوائیت هست
جهدی کن - ذخیره به از بهر بینوایی خویش - کبوتر
مادة گفته ازین دانها من نخورده ام و بهیچ وجه دران
تصوفی نکرده - کبوتر نر چون دان کمتر میدید انکار اورا
باور نداشت و میزدش تا مسپری شد پس در فصل
زمستان که بار انها متواتر گشت و آثار رطوبت بر درو
دیوار ظاهر شد دام نم کشید و پقرار اصل باز رفت -
نر و قوه یافت که مسبب نقصان چه بود و جزع کردن
گرفت و در فراق یار خیگسار نالیدن آغاز کرد

و میگفت مهاجرت دوست صعب امس و صعب تر آنکه پیشمانی مسود لخواهد داشت - و فائده این مثل آنست که مرد حاصل باید که در حقوقی مشتاب ننماید *

۹. الغرض کریمخان زند بیست و شش مال علی الاستقلال مسلط کرد و در بیست مال بدون معاف و مخالف فرمان روای مملکت ایران بود خصم ذلیل یا نادم هرگز ازوی مایوس نشد از آشکار ترین صفات او نیکدلی او بود مکرر حکایت میکرد که وقتی که در اردبیل نادر مپاهی بودم فقر و فاقه مرا بران باز داشت که ذیبی طله کوب از زین سازی دزدیدم و این زین را یک از امرای افغان باو داده بود که اصلاح کند - دوز دیگر شنیدم که زین ساز بیچاره در زندان است و حکم مشده است که طباش بیندازند دل من بهم برآمده زین را برده در همانجاییک برداشته بودم گذاشتم و صبرکردم تازن زین گر آمده آنرا دید از فرط شادی نعرة زد و فی الفور بر زمین افتاده دعا کرد که کسی که این زین را واپس آورد خدا آنقدر با وزنگی بدهد که صد زین طله کوب بخود به بیند - ومن یقین دارم که از دعای آنزن بود که من باین دولت رسیدم - بالجمله نام او تا امروز در اهالی ایران به نیکی مذکور میشود *

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.
HINDUSTANI: TEXT-BOOKS AND GRAMMAR.

I. 1. مندرجہ ذیل الفاظ و محاورات کے معنے ملیں
 اردو میں بتاؤ: طرذ ماند و بود - روکھن - لچوڑ - بسو -
 پرچول - تالیف و استمالت - بے نقط مسانا - میکھہ
 نکالنا - آنکھوں پر تھیکری رکھہ کے چلنا - منڈیر -
 یاد فراموش - باما - سسیکھہ - واشد - پھر ہری - ریوڑی
 کے پھیر میں آنا - منہ دھو رکھو - مر منڈا نے اولے
 پڑنا - کھچڑی کھاتے پہنچا اترانا - بات کا کھٹائی میں
 پڑنا * 2. الفاظ ذیل کا مأخذ مع معنی تحریر ہو: نرالا -
 انوکھا - مکھڑی - خیر ملا - مت بل - بادل - چرکتا -
 نکوڑا *

II. عبارت ذیل کا مطلب تکسالی اردو میں رقم ہو۔
 اس طرح کہ عربی فارمی الفاظ اور استعارات وغیرہ میں
 معرا و مبرا ہو: اس گلزار دشک فرخار لام زار سراپا
 بہار اور نسیم مشک بیز عنبر بار نے میان آزاد کی
 آتش عشق کو اور بھی بھڑکایا - جنون کی مذمت نے
 کشتنی دل کے مانہہ باد مخالفت کا کام کیا - آہ آتش
 بار نے خرم خرد پر بھلی گرادي حشر توڑا - آفت
 ڈھائی - نیران چمن کا جوبن دیکھکر رخ گلگون کا خیال
 آیا - حنا نے مخون رولا یا - کبھی کنگھی کو دیکھکر اس
 پر یہاں کا کلو کی زلف چلیپا یاد آئی - کبھی چشم

کی یاد میں نرگس شہلا میں آلکھہ لڑائی - سرو
کو دیکھا تو اپنی سرو بلند اقبال کا بوٹا ماقد آنکھوں میں
پھر گیا - شمشاد نظرون میں گر گیا - گل رعناء کی دید میں
گل رخسار کا خیال بندھا - بلبل شیدا کا نالہ ذار تیر کی
طرح جگر کے پار ہوا - الغرض اضطراب و یقراری نالہ و
شیون آہ و ذاری دن دولی راست چوگنی ترقی پاتی گئی *

III. اشعار ذیل کے صنائع لفظی و معنی بتلاؤ:

هر شاخ میں ہی شگوفہ کاری
ثمرہ ہی قلم کا حمد باری *

تیرے حساد اور خون جگر
تیرے احباب اور مئی گلنار *

سامیے رکھدے سرو و پا کادت بوتیمار کو
ہی اگر ای مہربان تو مہربان عندلیب *
هاتھہ میں ہی گرچہ مثل طائر رنگ حنا
مرغ دل صیاد از جانے کو پر طیار ہی *

اخیار مرین تمہر نہ میں هجر میں ترپون
دل جانا ہی ای کاش دل آئے کی مزاہو *

پہترادیا جلوہ نے تیرے چشم نم کو
چکرا دیا خمزہ نے ترے طوف حرم کو *

فقط امن لفافے پر ہی کے آشنا کو پہنچے
تولکھا ہی امن نے انسان یہ مرانام ہیں القا *

1. IV. ہندوؤں اور مسلمانوں اور انکے مذاہب کے باب
میں نوبل صاحب کی کیا رائے تھی؟ 2. انگریزی اور
ایشائی طرز حکومت میں فرق کیا ہی؟ انگریزی
عملداری میں بڑا خطر نالک نقص کوئسا ہی؟

7. حل اشعار ذیل شرح و بسط کے ماتحتہ کرو:

- (۱) رتبہ گل بازی کا دلا کاش تو پاتا
ہائھوں سے جو گرتا تو وہ آنکھوں سے اٹھاتا *
- (۲) تھائی پہ اپنے ہون نپٹ ششدرو حیران
آنے کا جو ہی نام تو رونا نہیں آتا *
- (۳) جستجو میں دل کے بھلانے کے جی کھونا پڑا
جوہنسی کی بادتھی مسو اوسکا اب رونا پڑا *
- (۴) کرئی دل مانگے تھا تو کہتے تھے ہم منہ دھو رکھو
سو بیر کہتے کہتے اب اشکون سے منہ دھونا پڑا *
- (۵) ابھی تو تم لے پرداہ ہی میں انک عالم کا گھر گھالا
ک جب منمکھہ ہو تم آنکھیں لڑاوے تو کیا ہو گا *
- (۶) میں ہوں خوڑشید مرکوہ یقین ہی وہ ماہ
آئیکا بام پہ تب جبکہ میں ڈھل جاؤں گا *
- (۷) تپک پڑتا ہی آنسو بزم خواب میں جو جانا ہوں
خرض جس کام جھے ڈر تھا مسوہ تپکانہیں جاتا *
- (۸) نواسنگی میں دل لبریز ہی مجھہ مسمو حیرت کا
برنگ بلبل تصویر ہر ہولا نہیں جاتا *

(۹) جو مسودائی مانکتا ہوں میں اسکے زلف کے خم کو
تو چتوں میں کہے ہی تجھہ میں یہ مسودا الہیں جاتا *

(۱۰) عقدہ دل اپنا لیجا اس ید اللہ کے حضور
جسکی الاونگلی میں جرات باب خیر کھل گیا *

(۱۱) نرج و تیغ یکسو اس مرے یوسف کو جوں دیکھا
قدم آگے کو مارے کاروان کا ائمہ نہیں مسکتا *

(۱۲) ٹو من کو دے نہ جولان - ہی صید بستہ لرزاں
ڈر ہی کہ تیرے قربان فترانک ذین نہ توئے *

1. مرقوم الصدر پہلی بیت کی ترکیب کرو۔ تقطیع
اسکی کس طرح ہی؟ بھر بھی بتلاؤ * 2. کس نے جرات
کے مقابل کی تاریخ کہی؟ اور وہ قطعہ تاریخ کیا ہی?
3. جرات نے "ایسے جی" کن مختلف معانی پر استعمال
کیا ہی؟ 4. اپنی درسی کتب سے چند ضرب المثل
معنی و محل استعمال لکھو *

1. الفاظ مندرجہ ذیل کی جنس (لذکیر و تائیف)
بتلاؤ: لالج - نوئس - مونچہ - نشوونما - ملکپ - کونسل -
قہیص - ڈائلک - دستخط - پوشانک - بسم اللہ - خندق -
گلامن - سالگرہ - توہہ * 2. لفظ نے کس شرط پر فاعل
کی علامت ہو تا ہی اور اس کا طریقہ استعمال کیا ہی?
3. جرات نے نگاہ - چھب - مکھڑا - قد - ریگ سرخ -
بکھرے ہوئے بال - اور ابرو کو کن جیزوں میں تشبیہ
دی ہی؟

VIII. الفاظ و اصطلاحات ذيل مین کیا فرق ہے ؟ بدل اشتیال و بدل کل ; عرف - خطاب و لقب ; امر دعائی و امر تعظیمی ; فعل و مشیر فعل ; فصیح و بلیغ ; ابہام و ادماج - معما و لغز - لف و نشر و تقسیم - نشر مسجع و نشر مرصع - ردیف و قافیہ *

WEDNESDAY, 3RD DECEMBER, 10 A.M. TO 1 P.M.
HINDUSTANI : TRANSLATION AND COMPOSITION.

I. Translate into Hindustani :—

1. Gather a single blade of grass, and examine for a minute, quietly, its narrow sword-shaped strip of fluted green. Nothing, as it seems there, of notable goodness or beauty. A very little strength and a very little tallness, and few delicate long lines meeting in a point—not a perfect point, but blunt and unfinished, by no means apparently a much-cared-for example of Nature's workman-ship; made, as it seems, only to be trodden on to-day, and to-morrow to be cast into the oven; and a little pale hollow stalk, feeble and flaccid, leading down to the dull brown fibres of roots. And yet, think of it well, and judge whether of all the gorgeous flowers that beam in summer air, and of all strong and goodly trees, pleasant to the eyes or good for food, there be any by man so deeply loved, by God so highly graced, as that narrow point of feeble green.

There are also several lessons symbolically connected with this subject, which we must not allow to escape us. Observe, the peculiar characters of the grass which adapt it especially for the service of man, are its apparent *humility* and *cheerfulness*. Its humility, in that it seems created only for lowest service,—appointed to be trodden on, and fed upon. Its cheerfulness, in that it seems to exult under all kinds of violence and suffering. You roll it, and it is stronger the next day; you mow it, and it multiplies its shoots, as if it were grateful; you tread upon it, and it only sends richer perfume. Spring comes, and it rejoices with all the earth,—glowing with variegated flame of flowers, waving in soft depth of fruitful strength. Winter comes, and though it will not mock its fellow plants by growing then, it will not pine and mourn, and turn colourless or leafless as they. It is always green; and is only the brighter and gayer for the frost.

2. Beat the shining gold, it shines the more,
And crush the balmy leaf, it smells the more,
And press the sugar-cane, it tastes more sweet,
E'en as benignant Heaven's chosen few,
By ills beset, by penance worn, reveal
The more their sacred light t' illumne ~~the~~ world.

3. He who let go his hold after climbing a tree and he who borrowed money to lend came to grief. 4. He makes no friend who never made a foe. 5. Neglected calumny soon expires; show that you are hurt and give it the appearance of truth. 6. A boon companion halves the longest way. 7. I will not change a cottage in possession for a kingdom in reversion. 8. Speaking without thinking is shooting without taking aim.

II. Translate into English :—

1. کوئی دنیا میں ظالم کیا نہ ہوگا
پر ای بیداد گر تجھسا نہ ہوگا *
- ترا دل منگدل دیکھا میں جیسا
کسی کافر کا دل ایسا نہ ہوگا *
- کرے گا گر زیادہ مجھکو بیتاب
تو امن میں اور تو رسموا نہ ہوگا *
- ہوا جب بات کرنا ترک بالکل
تو کیا امن بات کا چرچا نہ ہوگا *
- بھایا جب مری آنکھوں نے دریا
تو امن دونے کا کیا دونا نہ ہوگا *
- ہوئی جب بیقراری حد سے افزاں
اثر کیا تجھکو تھوڑا سا نہ ہوگا *
- بہلا میں مر گیا کھینچ راک دم سرد
تو امن مرنے کا کیا شہرا نہ ہوگا *
- مرے جب بیتھتے ہی اوٹہ چلا تو
تو کیا بیتاب دل میرا نہ ہوگا *
- قیامت آگئی جب مجھکو اکابر
تو اور راک حشر کیا پرپا نہ ہوگا *

ہس اب بہتر ہی مجھہ وحشی میں مل جا
نہیں تیرا بھی دل دیواں ہو گا *

لکھو جرات کو اپنے ہائے میں جان
کے ایسا شخص پھر پیدا نہ ہو گا *

2. تاریخ میں ثابت ہی کہ دنیا کے بڑے واقعات
اکثر محض خفیف اور ضعیف امیاب میں پیدا ہوے
ہیں جیسے بڑے عظیم الشان درخت چھوٹے چھرتے
بیجون میں - دنیا کے حادث پر نظر کرنے میں ایسی امید
کی جاسکتی ہی کہ شاید تمام روے زمین پر ترقی کا
دورہ شروع ہو گیا ہی - لوگ جو امنِ زمانے میں پیدا
ہوتے ہیں خلقتہ متقدمین میں زیادہ ذہین اور روش
دماغ اور آزادِ مزاج اور وسیعِ خیال ہوتے ہیں - پس
امنِ زمانے میں رفارم کوئی ایسا بڑا مشکل کام نہیں
کیونکہ طبیعتیں خود رفارم کی طرف متوجہ ہیں جیسے
بادبائی جہاز کا باد مشرط کے رخ پر لے چلنا یا ایک بوجہ
کا اوپر سے نیچے کو اٹارنا - پھر اگلے زمانوں میں رفارم
کو اپنے خیالات کا دوسروں تک پہنچانا سخت مشکل
ہوتا تھا وہ انہی لوگوں کو اپنے خیالات میں آگاہ کر سکتا
تھا جنکے ساتھ اُسکو بالمشافہہ ڈفتکو کرنے کا موقع
ملتا - اور اب امنِ زمانے میں چھاپے اور ڈاک اور دیل نے
ایسی سہولتیں پہنچا دی ہیں کہ ایک بات کو مشہور کرنا
چاہو تو ماری دنیا میں ڈھنڈوڑا پیشہ کے لئے شاید
ایک مہینا کافی ہی * .

8. کتب خانے - علمی تحقیقات کے کار خانے اور آلات تعلیم و تحقیق کے لازمی و مسائل ہی ہیں اور ان کا یہ کار آمد ہونا محض ان کے طریقہ استعمال ہر موقع کے ممکن ہی کہ کسی شخص کا دماغ دوسروں کے علوم و فنون سے بھرا ہو مگر اس میں خود تحقیق یا اختراع کا مادہ ہی نہ ہو اور وہ شاگردی کی حالت سے مستادی کی حالت کو پہنچ ہی نہ سکے اُن ایجادوں اور اختراعوں سے جن کا ذکر آگئے آئیگا معلوم ہو گا کہ عربوں نے اُس علم سے جوانہوں نے دوسروں سے اخذ کیا کس قدر کام لیا۔ یہاں ہم محض اُن اصول کا بیان کریں گے جن پر انہوں نے اپنی علمی تحقیق کا مدار رکھا۔ یونانیوں کی شاگردی کرنے اور اُن کی تصبیفات کو پڑھنے کے بعد انہیں بہت جلد معلوم ہو گیا کہ تجربہ اور مشاهدہ کو عمدة میں عمدہ کتاب پر ترجیح ہی۔ اگرچہ یہ قول اُس وقت ایک قضیہ مسئلہ ہی لیکن بہلے ایسا نہ تھا زمانہ متواتر کے علمائے ایک هزار برس کی مختبر میں اُس مسئلہ کو منجھا۔ تجربہ اور مشاهدہ کو اقوال اساتذہ کے مقابل میں تحقیقات علمی کے اصول قرار دینا عموماً فرانس بیکن کی طرف منسوب کیا جاتا ہی۔ لیکن اُس وقت تسلیم کرنا چاہیے کہ اس کے موجود عرب تھے *

III. Write as if to a vernacular magazine for boys a story illustrative of the following:—"Men there were in the world who

'counted not their lives dear to them in comparison with their truth to their word, and love to one another.'"

مضمون ذیل پر بز بانِ هندوستانی ایک نقل لکھو
گویا کہ تم لڑکوں کے لئے ایک هندوستانی مخزن
(علمی رسال) لکھتے ہو:

"دلیا میں ایسے بھی لوگ گدرے ہیں جو اپنی
جانون کو عزیز رکھنے کی بنسپت زبان کی سچائی اور
باہمی محبت پر ذیادہ فدائی تھے" *

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.
MARATHI: TEXT-BOOKS AND GRAMMAR.

खालीं दिलेल्या पद्यांचा अर्थ स्पष्टरोतोने॑ मराठी॑त
लिहा—

1. तो कवि सुतपा दास प्रभुचा धरि कळ्यपर्षिसुतपादास ।
तो आलिंगनदाने॑ ताते॑ केला सुखी प्रसीदनदाने॑ ॥

हा बुधमुक्ताहार ज्ञानिजनाचा यथेष्ट अमृताहार ।
* ज्ञाला पविप्रहार त्रिदशरिपुला खनंदनव्याहार ॥

कुल्याकुल्यत्रिधाने॑ वद गिरिजलविधिनवासिजनसंधाने॑ ।
कंटकशोधन काने॑ ऐकावे॑ ते॑ हि सांगणे॑ तोकाने॑ ॥

योनिसहस्रांत मला भ्रमतां हो अच्युता शांतमला ।
भक्ति असो वरदेहा भास्त्रवरदेहा प्रपूर्णितद्विरदेहा ॥

२. जसी ओढिली सूर्यकल्या हळानें बळानें जगन्नायकानें
[बळानें] ।

नदीक्र तैशीच अद्यापि आहे, कथासूचवी काय
[सर्वजिनाहे] ? ॥

उवलच्छक्रज्ञवालापटपरिवृते होरपळती ।

बळे भूतांचीं तीं जव करनियां थोर पळती ॥

दवप्रस्तारण्य लजुनि सकुळ व्याळ पळती ॥

पळे तैसा धारे न दहन असत्काल पळ तो ॥

फीडूनि मद्यघड दाखवि सर्परा मीं

ऐसा असा कळवि मर्कड दर्प रामीं, ।

जाल्या कपी अयुतनागबळ प्रभूते

केळीं रणे गणिल काय बळ प्रभूते? ॥

जेणे यान भवाख्यपंक्तुहरी हे रेवती देवरा ॥

ऐशा दीन जनावनैक चतुरा हे रेवतीदेवरा ! ॥

नामे निल्यतुझीं असीत वदनीं ज्यां मुक्तिसोपानता ।

साजे पाय मनीं वसीत भजतां या मोक्षसोपानता ॥

देवषींच्या मनांत प्रथमयदुवरे यज्ञकार्यास जावे,

सम्यसांतीं प्रपञ्चितिपसमवनीं कीर्ति आधीं सजावे, ।

कार्ये दोन्हीं हि दासामरतरसि मते ते कळे उद्घवास,

प्राथीं तीं प्राङ्ग ऐसे सदभिसत जया मानवे श्रीनिवास ॥

II. 1. वियोगदहनप्रस्तवत्रोपेक्षण, श्रीसूर्यकन्यातटीं ; मूर्छ-
द्वूपांशुच्छडीं, दीर्घसउदिवेषरचना ; कृतिमशार्ङ्गनन्दकगदाच-
क्राब्जविद्युत्पटा ; इष्टवरायुतायुत ; क्षणविधृतलयाकांगिशीलांग ;
मणिकनकरथस्तीम ; असाधूरगा ; सुधांशुरुचि ; तापध्वान्तविना-
शदक्ष ; रिपुयशोजीवनद्रव्य ; ज्याघातलेखाधर ; यदिषुशिशिमुखीं ;
धीमदमरश्रीमन्तुता ; प्रपञ्चविपन्नगैफपविस्तुते. ग्रीष्मविरामवारिदि-
घग्रा, मुसलशरधनुशक्तिकुंतीप्रपाणी, शतजनरुद्दा, द्रेमप्रसरज-
लरुद्धेक्षणयुग. 2. अनुरूपर्ण ; सलान्यगुणप्रकृति ; सन्मति-
निधिवैश्रवण ; करणाकंचुक ; त्रिविष्टप ; मंत्रजनित्सा ; जीवन-
घस्मरविपदा ; व्याळभक्ष्यासना ; भाट्टद्वक्सन्तुता ; शतधृतिसुरवास-
वाराध्यपादा ; मामनीधीश्वरा ; अलाबु ; निर्वाण ; अविदग्ध ;
किशोरक ; — यांवर टीपा देऊन यांचा अर्थ रपष्ट करा.

III. 1. देवाड किळ्यासंबंधाची ऐतिहासिक माहिती थोड-
क्यांत सांगा. 2. एकनाथाच्या शोर्याविषयींची आख्यायिका
संक्षिप्तपणे सांगा. 3. जनार्दनपंतांनीं एकनाथास ज्या प्रसंगीं
गुरुपदेश केला लाचे थोडक्यांत दिग्दर्शन करा. 4. एकना-
थाच्या अद्भुत चमत्कारांचे समर्थन चरित्रकाराने कोणत्यारीतीने
केले ते सांगून ‘हरिंदित व पत्रावटी’ या संबंधाच्या चम-
त्काराचा सारांश द्या. 5. एकनाथाच्या उपलब्ध ग्रंथांचीं चांवे
देऊन, चरित्रकाराने ल्याच्या कवितेंत जे गुण आहेत क्षणनु
सांगितले ते सांगून ल्याने दाखविलेल्या दोषांचे स्पष्टीकरण करा.

IV. 1. मीरोपंत केवळ भाषांतरकार आहे असा आक्षेपकरणाऱ्या लोकांचे मत चुकीचे आहे असे ज्या पदांवरून सिद्ध होत असेल अशी तीन पद्ये अथवा त्यांचा सारांश द्या.
 2. 'पाठीराखा इभाचा,' 'शिबि,' 'अंबरीष,' 'शिशुपाल'-यांच्या संबंधाच्या पौराणिककथा द्या. 3. 'व्यतिरेक,' 'अर्थान्तरन्यास,' 'पर्यायिक्त' या अलंकाराची उदाहरणे कृष्णविजयांत्रून द्या, व उपमा व उत्प्रेक्षा यांतील परस्पर भेद सांगून रूपकाचे व क्षेषाचे एकेक उदाहरण द्या. 4. मूळांतील वर्गन पंतांनी अगदी थोडक्यांत केले आहे अशा दोन रथलांचा निर्देश करा. 5. हास्यरसाचे भेद; अष्टमूर्ति; अक्षीहिणी; पौड़ुकवासुदेव; द्विविद; लक्षणा व सांब; लोकपाल; वीररस व त्याचे भेद; पंचयज्ञ; यांवर टीपा देऊन त्यांचा अर्थ स्पष्ट करा.

V. 1. प्रह्लादाला ताळ्यावर आणण्यासंबंधाने ज्या उपायांचीं घोजना त्याच्या बागाने केली ह्याणून सांगितले आहे त्याचे संक्षिप्त वर्णन करा. 2. आर्योगीति व सारंग यांचे लक्षण द्या. 3. बलरामाने कालिंदी ओढून आणिली ही कथा जनांस काय सुचविते? 4. एकनाथाने आपले नांव एक्या जनार्दन असे कां ठेवून घेतले? 5. मुसलमानांस अविंध व समशेरकुराणवाले असे कां ह्याणतात? 6. "ऋण कृत्वा घृतं

पिबेत्” हे० कोणाचे० मत आहे व त्याचा अर्थ काय? ‘सग-
ळपा भाताचा वैश्वदेव,’ ‘काकतालीयन्याय,’ ‘शुकनलिका
न्याय,’ ‘काकाक्षिगोलकन्याय,’ ‘बादरायणसंबंध,’ ‘ग्यानाचा
एक्या नाम्याचा तुका’—यांवर टीपा देऊन यांचा अर्थ रपष्ट
करा. 7. मुक्तेश्वराचा व एकनाथाचा काय संबंध होता?

VI. 1. (a) लावि कर त्या तसा न अंगा रवी, (b) जेणे०
कुलकुशल धरी रुग्ण होऊनि खाणे, (c) सेवा सांगुनि वृणि-
वैभव विमोविश्वाननी० वर्णवा, (d) अशां क्षितिभरा कां पांच-
वी बांचवी, (e) पादत्राणहि की० शिरी० सुमुकुटथानी० पाहते०
चढो—यांचा भावार्थ सांगा. 2. ‘प्रह्लादविजया’ चा उल्लेख
पंतांनी० आणखी दुसऱ्या कोणत्या ग्रंथांत केला आहे?
3. नरवीर्यतिमिरतरणि, स्वभक्तबाधाजिष्णु, दानार्द्दिपयूथना-
यकशिरोमुक्ताफळी०, यमदंडाघातभीतसज्जनकवचे०—यांचा विग्रह
करून समासांची० नावे० सांगा.

VII. 1. सत् + शास्त्र ; ऋण + ऋण ; षट् + मास ; गुरु +
आज्ञा यांचे संधि करा. 2. परोत्कर्षसिहिष्णु, अभिनन्दन,
श्रोतव्यं दातव्यं, अर्थवाहक, यांचा वाक्यांत उपयोगकरून दा-
खवा. 3. ईषदर्थी० व अतिशयार्थी० लागणारे तद्वित प्रत्यय
कोणते० ते० सांगून त्यांची० दोन उदाहरणे० द्या.

VIII. 1. शिलंगण, दिवाळी, ओँवळे, अनशुद, व गाठ, यांची०

मूळचीं रुपे' द्या. २. उपमानपूर्वपद कर्मधारय व अवधारणा पूर्वपद कर्मधारय यांचीं २ उदाहरणे' द्या. ३. 'बहुत्रीहि' समासाच्या निरनिराक्ष्या भेदांचीं नावें व उदाहरणे' द्या व द्वितीया व चतुर्थी यांतील भेद उदाहरणांनीं स्पष्ट करून दाखवा. ४. पढधातूच्या गणासंबंधाने' काय विशेष आहे ते' सांगून, जी' क्रियापदे' सकर्मक असून अकर्मकही असतात अशाक्रियापदांचीं २ उदाहरणे' द्या. ५. संस्कृतात षष्ठीचा संबंध साक्षात् क्रियेशीं होत नाहीं, प्राकृतात क्वचित् होती हे' स्पष्ट करून दाखवा.

WEDNESDAY, 3RD DECEMBER, 10 A.M. TO 1 P.M.
MARATHI: TRANSLATION AND COMPOSITION.

I. Translate into Marathi: [See Hindustani Translation paper, page 128.]

II. Translate into English:—

1. पूर्वनिर्दिष्ट गुणांशिवाय निरभिमान, भूतदया, निरिच्छता, आत्मनिग्रह, स्थैर्य, समचित्तत्व, विषयवैराग्य, परोपकार आदि-करून जे गुण खण्या साधूच्या ठिकाणीं अकश्य पाहिजेत, व यथा गुणांचीं लक्षणे' समर्थीसारख्या पुरुषश्रेष्ठांनीं, व तुकोबा-सारख्या सत्युरुषांनीं बांधिलेलीं आहेत, ते सर्व गुण मूर्तिमंत एकनाथाच्या ठिकाणीं होते. “ नगच्या कल्याणा संताच्या विभूती, देह कष्टवीती उपकारे' ” ही जी शूद्रकवीची उक्ति, त्याप्रमाणे' अक्षरशः. एकनाथाचे' वर्तन असे. याने' नीतिभ्रष्ट व अज्ञानांधकारांत चांचपडत असलेल्या लोकांस उपदेशामृत

पाजून व नीतिपर ग्रंथरूप दोषिका उज्वलित करून, नीतिसंपन्न व ज्ञानी करून सोडले ! आपल्या अद्वितीय गुणांच्या योगानें जगास चटका लावगाऱ्या ह्या दयार्द्रुपुरुषानें स्वकष्टार्जित संपादन केलेले ज्ञान, विद्या व धन हीं परोपकारीं खर्च केलीं !

2. आपल्या गंभीरमुद्रेनें व अत्यंत मित भाषणानें प्रेक्षकांच्या मनांत भीती उत्पन्न करणारा व केवळ भ्रूसंज्ञेनेंच दुसऱ्याच्या वाक्‌चापल्याचे' नियमन करणारा दरबारांत बसलेला नाना फडनवीस निराळा, आणि या पत्रांच्या द्वारे मन मोकळे करून इंग्रजांच्या लढाईचा ओघ जसाजसा अनुकूल किंवा प्रतिकूल दिशेनें वहात गेला, त्या त्या प्रमाणे' उत्साह, भीति, निराशा, चिंता इत्यादि मनोविकार स्पष्टपणे' प्रगट करणारा, पेशवाईच्या सरदारांस कधीं उत्तेजन देऊन कधीं व्याजोक्तीने ताडण करून, कधीं आर्जवे' करून इंग्रजांशीं लढण्याकरितां उद्युक्त करणारा व आपल्या स्वामीभक्तीने' उद्दीपित अशा अन्तःकरणाची त्यांवर छाप पाढणारा असा हा चौकस, सावध, दूरदृष्टि फेंकणारा नाना फडनवीस निराकाच होय !

3. भंग क्रुद्धद्विषांच्या प्रथमचि समरीं होयजैसा रदांचा ;
तैसा वीराधिपांच्या निजविजयरणीं नाश झाला गदांचा ;
जाणो त्या अर्कशाखा मगधकुरुक्त्लोक्तंस ते मत्त दंती,
केले' दोर्युद्ध त्यांही त्रिणवदिन खरे', हे तज्ज्वे किंवदन्ती.

अक्षकोडा न मोडी व्यसनिजन तसा तींत नाहीं च गोडी
भीतात्प्राण जोडी, प्रभुसि विदित कीं शक्ति

[ल्या फार थोडी,

विघ्नाच्या उपास कोडी प्रणति करूनिया टाकिती

[सर्वे खोडी,

दुर्वासा हात जोडी 'शरण' हाणुनि ज्या ल्या

[सचक्रास सोडी.

वेदान्ती नास्तिकांनी, हरिशिशु अथवा वेष्टिला दिग्द्विपां-

[नीं,

कीं सेनानी रणांत सरधिपरिपुंनीं वेष्टिला निष्कृपांनीं

उदाम सप्रताप प्रफुट करि, धरि लास कां? सांब लावी,

ल्यांला लजामल, ज्या धनुसि, वरिशर त्रोध, युद्धा बलावी.

ऐशीं सुखजनकवचे यमदंडाधातभीतसज्जनकवचे ।

तो विषयवसुरतरुची न धरी कुमति साउली ल्यजी

[सुरतरुची ॥

कथिती दैत्य नृपातें नीरनिधि क्षोभला किशीर निपातें ।

ल्यासि हाणे तो अङ्ग लिदशाधिपशत्रु वज्रसोदरहृदय ॥

जलधरपटलसमान द्युति कोस्तुभकंठ पीतपटलसमान ।

कारूप्यवदक्षम हा भुज भुवनलयस्थितिप्रभवदक्ष महा ॥

घडली पातकराशी देवा तव पाददासपातकराशी ।

त्या मृढ्या जनकमव्यक्षपणीं करू तुझें पदफमळ ॥

४. शत्रुघ्न क्रुद्धतेऽहं नवशरनिकरे' शत्रुला क्षिप्रतादी ।
 तो त्याचे' तद्रथाचे' रज अनिलकरे' सर्गलोकासि धाढी ॥
 सौमित्रीच्या हृदजीं क्षत करुनि रथोपरथदेशींच पाढी ।
 तसेनामांसखंडे' बकफकरुशिवागृध्रयूधासि बाढी ॥

III. Write as if to a vernacular magazine for boys a story illustrative of the following—"Men there were in the world who 'counted not their lives dear to them in comparison with their truth to their word and love to one another.' "

मुलांकरितां दिशभाषेत नियमित कालीं प्रसिद्ध होणाऱ्या पुस्तकाकरितां स्थानून, खालीं दिलेत्या मुद्यांचे ज्यांत प्रतिपादन केले आहे अशी एक गोष्ट लिहा— “‘एकमेकां विषयींचे प्रेम व आपल्या शब्दाची सलता यांच्या मानाने’ आपल्या जीवितांस प्रिय न मानणारे,’ असे पुरुष या जगात होते.”

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.
 TAMIL: TEXT-BOOKS AND GRAMMAR.

I. 1. शुक्रकेषुत्तिर मेणं रथर्कुप्प भेषारुबेळांना? अत र्तु वेगेऱुरु पम्हय भेषारेण्णा? बेळारवरुम्प बाणंटव रुम्प पोर्स नटत्तिय इटत्तुकुक्कु इप्पेषामुत्तु वम्हन्कुम्प भेष रेण्णा? चमन्त पन्नुकम्प अतर्तुक्कु इंना त्तिक्किलुवांलातेन नियायत्तुटन्क्कुरुक. इंक्किरप्प पिरत्तम, अत्तिलेपारी इंवाई एव्विट्त्तुवांला? यार्स यारुक्कुरीयना? उरीमेम येप्पेप्ति उंन्टायिर्हु? पारात युत्तत्तुकुक्कुक्कु कारणमेण्णा? 2. पार तप्प पोर्स एन्नेनांना परुवांकलाक वलुक्कप्पत्तिरुक्किन्न रुत्तु? अव्वारु वलुक्कप्पत्ततर्तुक्कु नियायन्केळांना? इप्प पोरीन्न मुठिवेण्णा? अम्मुठिवुक्कुक्कु कारण्न मिण्णेतेन त्रुरीयोतेन वाक्केकक्केकाण्णुक्कु क्कुरुक.

- III. 1. குளத்தில் முழுகியிருந்த தூரியோதனைன் வெளியே வரும்படி செய்ய வீரன் என்னென்ன சொல்லி யழைத்தான்? 2. மாணகஞ்சகன், ஞானபங்கிதன் - இவை யாரைக் குறிக்கின் றன? இப்பேர் அவர்களுக்கேற்றவை யென்றதைச் சில சங்கதிகளால் தெரிவிக்க. 3. மாணகஞ்சகஞ்சாவன் “மாணபங்க மறந்து தன்னஞ்சினுக்கான தமிழியளித்தவர் தம்மொடுங்கோ னிலிம் புரக்கும்படி கூறவாய்” - என்றது பொருந்துமா? 4. “அம்பியிழந்த பெருங்கடல் வாணர்” —, “கடலீந்தி யேறி னர்க்குக் கழிகடத்தலரியதொன்றோ” —“அங்கை கெல்லிக் கனி” —“ஏற்றிடை வெங்கன ஞுழைந்ததென்ன? இவை யென்னென்று பொருளை விளக்கும்படி கூறப்பட்டன?

IV. 1. இவற்றுக்குப் பெயர் என்ன? சிவண்சண்ட, லீமன் தொயுதம், கண்ணன் சங்கம், அசுவத்தாமன் சிவனிடம் பெற்ற ஆயுதம். 2. (a) இவற்றுக்கர்த்து-மென்ன? அண்ணிய, ஆனது, ஸிஞ்ச, விலோதனம், கயில், விண்டார்; ஆடல்மா, பாயதடம், பார்மகள் முதுகுற, ஊறின் மிஞ்சிய, உறைத்து மீளவுமுயிர் த்து, நாகர்கள் இறைகொள், ஒருபாலிறைகொண்டொழிசேனை, தேராளிற் சிலர் வேகேருவ்வார், (b) ஆனது, இதற்கு வேறு ரூபம்; ஆடல், பாய, இறை, இறை இவற்றின் பகுதிப்பொருள்; உற, ஊறு, உறைத்து-இவற்றின் பொருள்களுக்குள்ள சம்பந்தம் - என்ன? (c) விதி தனக்கு விதிபோல்வான், செப்பாத வாய்மையெலாஞ் செப்பினேன், சடையோன் வழங்கிய படை மூன் பிழைத்தவர் யாவரேபிழைத்தார், பாலர்மகுடம் துணித்த தின் ரெண்ன லீரியமென் னினைந்தென் செய்தாய். இவற்றின் பொருளை விரித்துத் தெளிவாயுரைக்க.

V. 1. இல்லறவியல் என்றுலென்ன? அவ்வியலைச் சேர்ந்த இரண்டு மூன்றுத்திகாரங்கட்குப் பேர்க்குறி அவை எவ்வாறு அவ்வியலைச் சேர்ந்தவையென விளக்க. 2. இவற்றுக்கர்த்தமெழுத்துக்கண்று வல்லதாம் தாய்நாடிக் கோட்டை; சல்லாதார் சேதன மென்னுமச் சேறகத்தின்யையால்; வையத்து மன்னிய மூன்றில் நடுவண்டெய்த விருதலையுமெய்தும்; கொடுவினையராகுவர் கோடாருங் கோடிக்குவினையராகியாரச் சார்ந்து.

3. உற்பாலநீக்கலுறுவர்க்குமாகா
பெற்றபாலனையவுமன்னவாமாரி
வறப்பிற்றரூவாகுமில்லையதெனச்
சிறப்பிற்றணிப்பாருமில்.

(a) வெண்பாவுக்குரிய சிருந்தளையு மின்னின்னவெனக் கூறி இச்செய்யைக் கொண்டு சுருக்கமரய் விளக்க. (b) உற்பால என்ற அடியின் பொருளாடங்கிய அடி யொவ்வொன்று பாரதம், இராமாயணவெண்பா, பன்னாற்றிரட்டு-இவற்றிலிருந்து தழுதுக. (c) செய்ந்னன்றி கொல்லுதல் எத்தன்மைத்து? மூடாக்குச் செய்த உபகாரம்-இருமையுஞ் சுடிம், எப்படி?

VI. 1. யுத்தழுமியில் மூர்ச்சித்துக் கிடங்த இராமலட்சுமண கரைக் கண்டு சிதையும், புத்திரரைவர் தலையற்றவுடலைக் கண்டு திரெளபதியும் வருங்கின்றை விவரிக்க. இருவரையும் யார் எவ்வாறு தேற்றினார்கள்? 2. இன்றுபோய் நாளைவந்து பொன்று. இது யார் யாருக்கு எப்பொழுது சொந்னது? இது

போல வீமன் எப்பொழுது யாருக்குச் சொன்னான்? 1. வெங்கிலே நேர்பஞ்ச, அஞ்சிறையானீவி, முனிவிற்குத்தினுண்றுப்-வண்டின் வீழ்த்தான், இவற்றின் பொருள் என்ன?

VII. 1. இவற்றுக்கர்த்தமெழுத. எல்வறக்கற்ற நால், ஒற்க மின்ற, உற்றுழியுதவியும், ஒற்கத்தினூற்றுண்டுணை, ஏச்சமென ஒருவன் மக்கட்குச் செய்வன விச்சை, வண்ணப்பொன் செய்வ செயியல்ல. 2. கல்விகல்லாத தொழிலினை விடவே வேண்டும் - யார் யாருக்குக் கூறியது? கல்விக்கு விளக்கு என்ன?

VIII. 1. அரிச்சங்திரன், சந்திரமதி, இவர்கள் குணத்திசயங்க என்னவென இரண்டொரு திருஷ்டாந்தத்தோடு கூறுக. 2. அரிச்சங்திரன் சந்திரமதியின் தலையைச் சேதுக்க வாள் வீசின பொழுது நடந்த தென்ன? 3. பச்சாத்தாபம், அதர், வெறுக்கை, கையர் - இவற்றுக்கர்த்த மென்ன?

IX. 1. வினைப்பகுதி வினையெச்சப் பொருளிலும், தன்வினை பிறவினைப் பொருளிலும் வருதற்குதாரண மெழுதுக. 2. கற்று ணர்த்தோரைத் தலைநிலத்து வைக்கப்படும்—ஆறு போயற்று,— வைக்கப்படும், போயற்று—இவற்றுக்கிலக்கணங்கூற. 3. வி, பி, என்றவை முறையே எவ்வெவ்வகையான பகுதிகளுடன் சேர்ந்து பிறவினைப் பொருளில் வரும்? 4. ஒரு சொல் (a) வினையெச்சமாயும் பெயரெச்சமாயும் வருதற்கும்; (b) செய்வினையாயும் செயப்பாட்டு வினையாயும் வருதற்கும் உதாரண மெழுதுக.

WEDNESDAY, 3RD DECEMBER, 10 A.M. TO 1 P.M.

TAMIL : TRANSLATION AND COMPOSITION.

I. Translate into Tamil: [See Hindustani Translation paper, page 128.]

II. Translate into English:—

1. அரங்கின்றிவட்டாடி யற்றேநிரம்பிய நூலின்றிக் கோட்டி கொள்ள.
2. கற்றிலாய்கலை கற்றுண ரார்முக முற்றநோக்கின் மயானத்தையொக்குமால் பெற்றுளார்பெறும் பேறுதங்காதலர் செழற்றகல்வியிற் ரூயரென்றோதலே.

3. எண்ணியகருமருடியினு முடியாதொழி யினுமீசனை
 [த் தொழுதல்
 புண்ணியமெனுமாறுநனியாங்கொருதன் பொய்கை
 [யிற்புனல்படிச்தேறிப்
 பண்ணியவிசையின்படிவமாங்கொரிவைபங்களைப் பங்
 [கயமலர்கொண்
 டன்னியகருத்திலிருத்தியஞ்செழுத்தாலாக மப்படி
 [யடிபணிக்கொண்.

4. அலகுசால்கற்பினரிவுநால்கல்லா
 துலகநூ லோதுவதெல்லாங்—கலகல
 கூடுத்துணையல்லாற் கொண்டுதெமாற்றம்
 போஷ்ந்துணை யறிவாரில்.

5. சாகரத்திற்கொப்புரைக்கிற் சாகரமே யொப்பானீண்
 மாகமதனுக் கொப்பம் மாகமே—யேகுகளை
 யேற்றுகிலைகைக்கொண் டிராமனுமிராவணாலு
 மேற்ற சமர்க் கஃதே யினை.

6. (a) வனங்களினின்றும் இருண்டநிறம் சுருண்ட
 குஞ்சிபும் சளித்த முகமும் நெறித்த புருவமும் தடித்த உட
 லும் வரையொத்த மார்பும் மல்லுத்த தோஞும் வில்லெடுத்த
 கையும் ஏரியுமிழும் விழியும் உருமஞ்சு மொலியும் உடைய
 ராய்ப் பாசங் கைக்கொண்டு மீசைமுறுக்கி அரையிற்கச்சுக்
 கட்டிக் காவில் வீரக்கழலணிக்கு வாள் விசித்து இருப்புக்கவச
 மணிக்கு பொருப்புக்கள் பொடியாக நிலம் நடுங்க விடந்திரண்
 டன்ன மேனியராகிச் சேளைத்தலைவர்கள் பிரயாண பேரிகை
 யோடெடுந்தனர். (b) பொய்யி னாங்கு பகையுமில்லை, மெய்
 யினுங்கு நட்புமில்லை. யனைவி மக்களிடத்திற் பற்றுவிட்ட
 வர்களே ஞானிகள். “அற்றது பற்றெனிலுற்றது வீடு,”
 “யானைதென்னுஞ் செருக்கறப்பான் வானோக்குயர்க்கவுல
 கம் புகும்.” ஆதலின் இழிவான உடல் பொருள்களிற் பற்
 ரூழிக்கு அழியப் பொருளீட்டலே தகுதி. பூமியும் புத்திர
 கும் பாரியையும் சரீரமும் நீர்க்குமிழிபோல் நிலையற்றவை.
 ஆன்மாவொன்றே ஞானமயமா யொளிவிட்டென்று மழியாமல்
 பரம்பொருளோ டொன்றுவது. அப்பரஞ்சோதியைப் பற்
 றற்றே பற்றவேண்டும். ஆசலால் யனைவிமக்களிற் பாசம்
 கைவயாது நின்பொய்யா விரதம் போற்றுக. “பொய்யாமை
 பொய்யாமை யாற்றினறம்பிறசெய்யாமை செய்யாமைங்று.”

ఆంధ్రాను రైయమెయిము. “ ఎల్లగావిలాక్కుమ లిలాక్కలు కాణు క్రోర్కుప బొయ్యావిలాక్కే లిలాక్కు.” అతనినూండు అర్థ వుటిల్లిలు.

III. Write as if to a vernacular magazine for boys a story illustrative of the following :—“ Men there were in the world who ‘ counted not their lives dear to them in comparison with their truth to their word, and love to one another’.” పీణి వరువతర్చు ఉతా రణమాక ఉరు కాతయైస్ చిరువర్కల్కానా ఉరు కాటేచపాష్ఠా పత్తిగిరిఱికిక్కు ఎప్పుతువుతుపోలెప్పుతుక :—“ వాక్కుతాతాత్తత్తత్తత్తిం కిణవంక నెటాత్తత్తవిన్నుమ ఉరువురె బెయారువార్ నెచిత్తతలిన్నుమ అతి కమాకత తఙకల్లుయిరె మతియాతవార్కాల్ ఉలకత్తిలిరుంతనార్.”

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.
TELUGU : TEXT-BOOKS AND GRAMMAR.

I. 1. సంస్కృతమహాభారతమును రచించిన దెవ్యు ? మొదట నీభారతకథను వినినరా జెవ్యుడు ? అతనికిని బాండపులకును గల చౌంధవ మేమి ?

2. రూపకము లెన్నివిధములు ? వానిని చేర్కూనునది. అందు న్యూయోగంబునకుఁ గలవిశేషాంశము లేవి ? ధనంజయవిజయము కాక మఱియొక్క వ్యాయోగముం డెలుపుఁడు. ధనంజయవిజయమున బీజమెద్ది, కార్యమేద్ది ?

3. మల్లారెడ్డి యేకాలపువాడు ? అతనికి విత్యమంగూర్చి మియభిప్రాయ మేమి ? తిక్కున్నైలికిని మల్లారెడ్డి తైలికిని గలభేద మేమి ?

II. 1. కాకమానిమూర్తిచే రచితము లైనకావ్యములం చేర్కూని యూతని తైలింగూర్చి మియభిప్రాయములు చెప్పుఁడు. ఇతఁడె బట్టు మూర్తి యనుటంగూర్చి చచ్చింపుఁడు.

2. ధనాభిరామ మొవ్వరిచే రచితము ? తఃగ్రంథమున కేడేని నామాంతర మున్నుం డెలుపుఁడు.

3. చంద్రాంగదచరిత్రతైలి యెట్టిది ? అందలికథ యొందుండి గ్రసింపఱుదిన్నది ? తత్కృతికర్తకాలనిర్దయ మొనరింపుఁడు.

4. అభినవవాగుస్తాసనుఁ డెవడు ? అతని కాపే రట్లు నిధించి యుండును ? అతనికి వేఱుబిఱ దేమి ? అడ్లు నిధించెను ?

III. 1. ఈళ్ళురుడువోలె గాధేయుఁ డేగుదేర—గాధేయుఁ డెళ్లి శ్వరుం బోలెను ? దండ్రప్రణామంబు లన నేమి ?

2. సూతసుతుండు వీఁ డనక... నన్నుఁ దనయంతటిమానిసిఁ జేసి యుండ—ఎవ్వుఁ డెట్లు తనయంతటిమానిసిఁగాఁ జేసెను ? ఎప్పుడు ? ఏల ?

3. కొరవులయొడ దండంబు దక్కు—నోం దుషాయంబు లేదు—మిగిలినయుపాయంబు లేవి ? అవి యేల పనికి రావు ?

IV. 1. స్వామి యవధారు శ్రీ హరిశ్చంద్రభూప రాజువై కువలయ మిపు ప్రబలు జేయు జాల నిన్నాళ్లదనుక నీచల్లఁదను గలుగ సుంటమి దోషాంధకార మణంగి.

2. నీయనుజాలు దివిజాలకు న జేయలు ధృతరాష్ట్రిసుతులు జెంమట ప్రేంగే లోయజనాళ్లము గజీలీ లాయత్రము గాడ యెత్తు మాహమునకు.

3. చక్రవర్తియుఁ బుణ్ణజనల నోంచినుఁ బుణ్ణ జనుల రక్షించెడి చక్రవర్తి రాజమార్పియును గోత్రంబు వంచినను గోత్రములు తిన్నుఁగ నిల్పిరాజమార్పి.

ఇందు మొదటి రెండుపద్మములకు దండాస్వయమును, మూఁడ డవ పద్మపాదములకుఁ బ్రతిపదార్థమును, అన్ని టియందలియలంకార ములను ప్రాయునిచి.

V. 1. దీనికి మూలము శకునియు నేనును దుక్కాసనుండు—ఇదె వ్యారిమాట ? దీనికి మూలము ? వీ రట్లు మూల మైలి ?

2. " అగ్నికుండమున ద్రోణాచార్యునకు స్వాళ్ల మొనరించు

దానికి యుధ్భవిం” చినపాఁ డెవడు? ఎవరు “శీఘ్రసు మృత్యు వై జనించిన వాడు”? వారట్లు పుట్టుట కేమికారణము?

3. చంద్రోదయంబును మహారవంబునుంబోలే ఘూర్చిలు చుండె—వీడి? ఎప్పడు? ఏ కారణముచేత?

VI. 1. వారలంతలంతలు నేయుదురయ్య, 2. ఉక్కు—ముట్టినఁ దెంపుగలరు, 3. ఈఱతొఱలు మఱుమాట లిచ్చి, 4. అప్పాపొత్తుం డెట్లు నుం జక్కుంబడక తనచలంబుతోడన పొట్టపొర లయ్యెక్, 5. వెడ వెడ యేసు నొర్లి యిది వింటీ—పీనియరములను విశదపణుపుడు.

VII. 1. నొగలైపై ... యొప్ప ... కేతువు మెఱయంగ నరదంబు మెఱుఁగు లడర | ... పూరించె దేవదేశు | ... మన్ముగా ఫల్గునుండు—బౌట్లు లుండుచోట్ల విదువఁబడి యున్న పదములను వచుసగా ప్రాయుఁడు.

2. తుత్రీయమాయతమును, రణయజ్ఞమును వర్ణింపుడు.
3. ఇంద్రసంప్రేషితాభ్రిషరేంద్రబుద్ధ
చూడువైతివి గద భీతి సుదయ్యుడైన
ధర్తు జీనియాజ్ఞ భీమునితమ్ముఁడైన
పొర్కఁ జొనరించినది బొణపంజకంబు—
దీనితాత్పర్యము చెప్పి యిందు సూచింపఁబడినకథం డెలుపునది.

4. హరివిస్యేషుల డాయుచు
దిరముగ నొక చెంచులదొర తెగివడ నఱక్కె
హారివిస్యేషుల కరయం
దొరకనఁ సద్గతి యు నల యథోగతి దక్కుఁ.
ఇందలియద్రము విశదీకరించి యలంకారములం డెలుపుడు.

VIII. 1. సంస్కార మన నేమి? జాతకర్తాది సంస్కారంబులలో నొక యాణింటిని డెలుపుడు.

2. జీలుగుగోకలు, పిల్లికూనలు, ఎఱువుర్లు, జడదారి మూకలు—పీనికి సమానార్థము లగుసాంస్కృతికసమాసములు ప్రాయుఁడు.

8. తాపస్త్రేష్టుఁడు, అవసీవిథుఁడు, అంగలతిక—పీనికి సమార్థము లగునాచ్చికసమాసములు ప్రాయుఁడు.

IX. 1.—పీదు, పీఁడు; బ్రహ్మణ్యము, బ్రాహ్మణ్యము; దౌరయు, దౌఱయు; కిరాతుఁడు, కిరాటుఁడు; జాగిలము, జాంగలము; కాసరము, కాసారము;—పీనియర్థములు డెలుపుఁడు.

2. తారకలు, ధర్మము, ఇనుఁడు, ధనంజయుఁడు, వాహిని, సారంగము—పీనినానార్థములు ప్రాయుఁడు.

3. పితృణము, విష్ణువంశము, వాజ్ఞైపుణము, మనస్తాపము—పీనిని విసంధిగ ప్రాయుసది.

4. తామరలవంటికన్నులు గలది, హృద్యమైనచారిత్రము గలది, రఘ్యమైనగాత్రము గలది—ఈ విగ్రహములకు సమాసములు ప్రాయుఁడు.

5. మూడు నిత్యైక వచనములును, మూడు నిత్యబచనవచనములును ప్రాసి మహాత్మనకును మహాతికిని ఏకరూపమే గలళబ్దముల రెంటిని ప్రాయుఁడు.

6. (a) అధిపుఁడ భీషేఖించెఁ — జనురెల్ల సంప్రమోదంబును భూందుగఁ. (b) ఒంపెద్దుఁ బెట్టుక కివుఁడు నూతోఁ గృషి సేయుఁ గలఁడె. (c) ఒక కూసాకపూర్వాహ యొనర్చి యిట్లనుఁ — ఇందలివ్యాకరణవిశేషములం డెలుపునది.

X. 1. క్షునిజన్మక్రమంబుఁ డెలిపి యాతనికిఁ గ్రుఁ డనపేచు పచ్చుటుఁ గారణము ప్రాయుఁడు. సూతగృహమున నతుఁ జే పేరం బుసిధుఁ డయ్యి. ఆ పేచునకుం గారణ మేమి?

2. నకులసహదేవాజ్ఞను లెవ్వరి సెవ్వరిని సేనానాయకులకుఁ శేయం గోరి? వారు తమతమయభిప్రాయముల కేర్చేకారణములు పలికిరి? తుదకప్యుఁ డెవ్వనియభిప్రాయానుగుణముగ సేనానాయకుఁ డయ్యును?

XI. 1. కోరి వతులుగఁ జేయు మళ్ళీహాణలకు—ఇది సదియూ ?
శేడేని తప్పుఁ జూపి సవరించి ప్రాయుడు.

2. మానవేశ్వరుఁ డనియోనో మానిచంద్ర భవ్యభవదీయపాద
సందర్శనంబుకతన మన్మథికిని వస్తు గట్టె నేను విశ్వమున సర్వమంగ
శాస్త్రియుడు సైతి—

(a) ఇది యొమివద్యము ? పాదపాదముగ విభజించి గఁ
ములు దచ్చి ప్రాయుడు. ఇందుం దప్పు లున్న సవరింపుడు.

(b) ఈ పద్యము సందలియర్థ సారస్వత్య మేమి ?

3. వృత్తజాత్యపజాతులకుం గల భేదములు డచ్చి, రత్నావళి
లత్తుణము ప్రాసి యది వీనిలో నెందుఁ జేరునో తెలుపుడు.

WEDNESDAY, 3RD DECEMBER, 10 A.M. TO 1 P.M.
TELUGU: TRANSLATION AND COMPOSITION.

I. Translate into Telugu :—[See Hindustani Translation paper,
page 128.]

II. Translate into English :—

1. ఎప్పుడు సెయ్యిడం బూడివి యిందఱకుం డగ సీవు కంటిక్కె—
శైప్పయ్యుఁబోలే మాటయి సెఱిం బను లారసి యొజ్జ చామ్పునం
జెప్పుచు పీరిబుద్దికొని జేయుము కార్యము నీకు రత్నగా
నిపురుమేశ్వరుండు గలఁ డిచ్చు శథం బని చూపే గృష్ణనిక్కె.
2. తనమణి లన్నియు న్నును ముదం బలరార సుర ల్లోరించి రం
చును బరికించి మేరుగిరిచుట్టును జాటుక యూక్రమించెనో
మననిధి కాండము లైఱయ వచ్చి యనం గన నొప్పు నప్పరిం
గనకప్పుగోటిచుట్టును బౌగడ్డకు సెక్కి యగడ్డ చక్కుఁగ్గె.
3. కిడుపు లస్జునసభ్య మట్టు మలకే ల్లీచస్వభూవంబున
ట్లడర న్నుల్పులు మచ్చురంబువలే ద్రాసాపాదకంబుల్ నృత్త
శైఫుగుల్యాలై బదక్రమవిదితముల్ క్లిప్పత్తుక్కావ్యాఖము
ల్యిలసత్నయస్తికు శైనయోగులవలె స్వే పర్యో బాము దీవిక్.

4. ఓరి మృగాంక నాజడకు నోడినరాహువుకిన్న సంకమ్
పేర వినంబు సీయొడలు జేరఁగఁ గోరలకొద్ది నొక్కి దు
రావురనిజత్వదీయకరవారఫిషంబుల నొంచ సాఁగఁ బె
స్వేరేముఁ బూని యిష్టు డిది సీదగుచేతగఁ జూడ కెమ్మెయ్.
5. ఒక్కనికిఁ బెక్కుమొనలకుఁ
డక్కుక పోరగుట యదిది దానవబులమ్
క్రిక్కిత్తెసినతిమిరమునకు
ప్రసుక్కుక యూదవకుమారసూర్యఁడు నిలిచ్చు.
6. రంజన చెడి పాండపు లరి
భంజను తై విరటుఁ గౌల్యఁ బాల్పుడి రకటా
సంజయ విధి నే మందున
గుంజరయూధంబు దోషుకుతుకఁ జొచ్చు.

III. Write as if to a vernacular magazine for boys a story illustrative of the following:—"Men there were in the world who 'counted not their lives dear to them in comparison with their truth to their word, and love to one another'."

బాలుర నిమిత్తమ ఏర్పడి యందు డేళ్ళాసు మాస పత్రి
కకు ప్రాసినట్టుగా ఈ క్రింది విషయమును దృష్టాంతపణుచుచు
ప్రాయుఁడు:— “‘తమ మాటనిలుకడ, పరస్పరాభిమానము, -
వీనిమందఱ తమ ప్రాణములను ప్రేమింపని’ జనులు లోకములో
నుండిరి.”

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.
KANARESE: TEXT-BOOK AND GRAMMAR.

- I. 1. జ్యేమినిభారతదల్లి, నీను పరిసిద సంధిగళల్లి భగవద్గీర్
తెయి స్కూరణీయుఁ ఆవ సందభుదల్లి, బిందిదే? భగవదుపదేశ్శాస్త్ర
పనెందు జ్ఞాలదే? 2. ఉండియు కథయిందలుఁ సుధస్యసెక్షాయిం
దలుఁ ఆవ నీతిగళన్ను ప్రతిపాదిసజేశేందు కపియుఁ ఉద్దేశిసిర
టజుందు?

II. 1. ಸದಾನವಂ, ವಿಫ್ಫಾಸ್ತದಂ, ಮೃಗಧರೆಂ, ಕುಜಯುತಂ, ವರಕ
ಪರಿಕೋಭಿತಂ, ಕುಭಸುರಭಿಸಂಭೃತಂ, ಶರಧೃತಂ, ಬಿತ್ರಪತ್ರಾನ್ವಿತಂ,
ಪ್ರಂಡರೀಕೋಲ್ಲಾಸಂ—ತಾ ಪದಗಳ ಶ್ಲೇಷಾಧರವನ್ನು ಸ್ಪಷ್ಟಗೊಳಿಸಿರಿ.

2. ಸೈಣಸುಗಳ ಬಿರುದುಗಳ ಹೆಚ್ಚಿದ್ದೆಮುಂಡುಗಳು ।
ಹೈಣಕೆಗಳ ತಡೆದುಗಳ ಕಲಿತನದ ಕಡೆದುಗಳು ।
ರಣದೇವಕೆದಿಂ ಕುಣಿಪ್ರತಿಷ್ಠಿತದು ಹಂಸಧ್ವಜನಪರಿವಾರವನು
[ದಿನದೊಳ್ಳಂ.

ಇದಕ್ಕೆ ಪ್ರತಿಪದಾಧರವನ್ನು ಬರೆಯಿರಿ.

III. 1. ಜಯನ್ಯಕಕಾವ್ಯವನ್ನು ರಚಿಸಿದ ಕವಿಯನ್ನು ಕುರಿತು ನಿವಂ
ಗೇನು ತಿಳಿಯುವುದು? 2. ಶೈಲಿಯಲ್ಲಿಯೂ ಅಲಂಕೃತಿಯಲ್ಲಿಯೂ
ಜೈವಿನಿಭಾರತಕ್ಕೂ ತಾ ಕಾವ್ಯಕ್ಕೂ ನಿವಂಗಿ ಗೀರ್ಜಾರಿಸಿದ ಕೆಲವು ತಾರ
ತಮ್ಮಗಳನ್ನು ತಿಳಿಸಿರಿ.

IV. 1. ವಾತಾಪಿಯತೆಯ, ಭೀಮಜಾಂಸಂಥರ ಸಮರದಸೋಬಂಗು,
ದರಿವೇಖಲೆಯೆಂಬ ವಿದ್ಯೆ - ಅಂದರೆ ಹೇಗೆ? 2. ಕೊಲಬುರದು ಕೊಲ
ದಿರಬುರದೆಂಬ ಜಯನ್ಯಪನ ಬಂತೆಯು ಹೇಗೆ ಪರಿಹಾರವಾಯಿತು?
3. ವ್ಯಾಲೀಕುಲಕೆ ನಿಜಕ್ರಾತಿಕಾನ್ಯಂ - ಎಂಬುದಕ್ಕೆ ಕವಿಯು ಏನು ಕಾರ
ಣವನ್ನು ಹೇಳಿದಾನೆ?

V. 1. ಕೊಳ್ಳ ಕೆಗೆ ಹೊಸವೀಳೆಯವೀಯೆಂಬ!

ಗ್ರಾಹಕೆಯ ಪಂತದಪಲವಾತುಗಳಂ!

ನಾಳಿಪುವಕೆಂತುಹ್ಯಾನ ಸಂಚೋಗಗಳಂ ಕಂಡವೇಣ್ಣುದನ್ನೂಲಂ

ಧ್ವಳಲನೆಪಣಿವ ಸೆಲಂಬೇಡುವಭೇಜ!

ಬಿಲಾಣಿಗಳಂಗ್ರಾತೆಯಿನನುಲಿವಕಲ!

ಕಲಮುಭಯುವ್ಯಾಧದ ದೊರೆ ದೊಡೆಗಳ ಬಳಸಿಸೋಳುಣಣ್ಣು

[ದುದು!]

2. ಬೆದದುಂದುಬಗೆಬೆಟ್ಟೆದು ದೆಟ್ಟಿಉನಾಣ್ಣು!

ಕೆದದುಂದು ಗೀಲವತ್ತಾದುದು ಜಣಾಜರಿದುದು!

ಬಿದಿದುಂದುಬಿಂಕಂ ಬೀತುದುಪರಿಪ್ಪೆಸೆರ್ವೀದುದು ಹೆಂಪು!]

8. ಉರಿಗೆಳ್ಳ ಮೈಡಂಗೋಳೈಲ್ಯಂಗಳ ಸದಸೀಯಂತಾಳಿ ರಲ್ವೀಗೆ
[ತೋರು]

ತ್ತಿರೆಸೂಂದೇಲ್ರುಂದ್ವೈನ ವೃಕ್ಷಾವಳಯೆಲೆಕರುಕಾಗುತ್ತೆ ಪ್ರೇಪಂ
[ದವಿಂದಂ]

ಸರೆಧ್ವಾವನವ್ಯಾಪ್ತಿಯಿಂ ಕಾವುಂಗಿಲಗಡಣದಂತಾಗೆ ನರ್ಮಾ
[ಉಲಂಗಳ್ಳೊಗೆ]

ಪರಿಯಲ್ಪುಂತಪ್ತಯೋಪಿಜ್ಞಾನವಿಂದುಪುರದೊಳ್ಳಿಕಿಂತ್ವಾ ಮಾಡಿ
[ತ್ತು ಹೆಚೆಂ]

ಇವುಗಳಿಗೆ ಅಥವಾ ಸ್ವಪ್ತವಾಗುವಂತೆ ಸರಳಾಸುವಾದವನ್ನು
ಬರೆಯಿರಿ.

VI. 1. ಪಟ್ಟಾ, ಪೊಟ್ಟಾ, ಸೂಲಯಿಸು, ತರವಾರಿ, ಬಲ್ಲಾಳ, ಗರವ್ವೀ
ಯ್ಯಾ, ತಂಡಿಸಲ್ಲೊ, ಕಿನಿಸು, ಕೆಕ್ಕುಸಗೆಲಿವಮರುಳ್ಳೊ, ಸೆಗಂಪಾರದಸೇನೇ-
ಇವುಗಳಿಗೆ ಅಥವಾವನ್ನು ಬರೆಯಿರಿ. 2. ಅನಿಮಿಪ, ಅಪ್ಟಿಕ್ವಾಲಕರು,
ವಾತಾಹಾರಿ, ಅಧೋಲೀಂಕ - ಇವುಗಳಿಗೆ ಅಳ್ಳಿಗನ್ನಡ ಪರ್ಮಾಯಪದಗ
ಳಾನ್ನು ಬರೆಯಿರಿ.

VII. 1. ಕಾದಂಬರೀ ಕಥಗೆ ವುಹಾಕ್ಷೇತಯು ಕಥಯೆಂದು ಜೆಸರು
ಕೊಡೆಬಡುವಿತ್ತೇ - ನಿವ್ಯಾ ಅಭಿಪ್ರಾಯವನ್ನು ಸಕಾರಣವಾಗಿ ಬರೆಯಿರಿ.
2. ಅದರಿಂದ ಗಿಳಿಯೀ ಆಗೆ ಹೋಗು ; ಅದರಿಂದ ನೀನು ಕುದುರೆಯಾಗು
ವೆ ಹೋಗು - ಇಂತಹ ಶಬದಗಳನ್ನು ಕೊಡುವುದಕ್ಕೆ ಕಾರಣವೇನು ?

VIII. 1. ವಿಶ್ವಾಮಿತ್ರನು ನಾವುಕೋಟ್ಟು ಮೂಂಸವನ್ನು ತೆಗೆದುಕೊಂಡ
ನಂತೆ ; ಉದ್ದೇಸೇಲೆದರ್—ಇಲ್ಲಿ ಸ್ಕೃತವಾದ ಕಥಗಳಾವುವು ? 2. ಇತಿ
ಹಾಸಿ ಶಾಸ್ತ್ರಿನ್ಯಾಯನಿದರ್ಶನ—ಇವುಗಳಿಂದೊಂದು ಉದ್ದರಣೆ
ಯಾನ್ನು ಕೊಡಿರಿ. 3. ಪಕ್ಕಿಗಳು ವೈತಾಳಿಕ ವೇಷವಂಧರಿಸಿದ್ದಾವು ; ದೇ
ಜವು ಪಾಥಿವವುಯಾವು ; ಅಬ್ರಹಾಮ್ ರಾವ ; ಅಭ್ಯಾಗತಪ್ರತಿಪತ್ತಿ ;
ದುಃಖಿಕಾಳಿಜನ ; ದಂಡನೀತಿ—ಇವುಗಳ ಅಥವಾವನ್ನು ಸ್ವಪ್ತಗೊಳಿಸಿರಿ.

IX. 1. ವಸ್ತು ಕಲ್ಪನೆಯೆಂದರೇನು ? ರತ್ನಾವಳಿನಾಟಕೆಗೆ ನಾಟಕ
ವೇನ್ನು ದಿರೆತ್ತು ಕಾರಣವೇನು ? 2. ಈ ನಾಟಕೆಯನ್ನು ರಚಿಸಿದ ಕಾಲ

ದಲ್ಲಿ ವಸಂತೇಶವನ್ನು ಹೇಗೆ ವೆಲೇಯಿಸುತ್ತಿದ್ದೇಂದು ತಿಳಿಸಿರಿ.
3. ಕಾದಂಬರಿಕಾರ್ಥಿಯಲ್ಲಿ ಕಾಣಬಿರುವ ಸ್ತೋತ್ರಮಾಳಜರಣಿಗೂ ರತ್ನಾ
ವರ್ಣ ನಾಟಕದಲ್ಲಿ ಕಾಣಬಿರುವುದಕ್ಕೂ ನಿವಾರಿ ತಾರತಮ್ಯಗಳು
ಪ್ರಕಟವಾಗಿವೆ?

X. 1. ಮುಂಭಾಗಿಕೆಲಂಬೋಽಂದಿರಾಸೇಂದೆ ವೇ |

ಯೈತ್ಯಾಂತಿಯ ಜರತ್ವಂದಳೇದ್ವಿಂದಿ |

ಜರಂತಂಸಂಸ್ತಂಗತಿನಾಗಿ ಬಿಷಾಕವುಂದಯುಂ ಗೆಯ್ದಂ ||

ಇಲ್ಲಿ ಪ್ರಾಸ್ತು ಸರಿಯಾಗಿದೆಯೇ ?

2. ಸೌಸಿಗಳುಂಬಿರೆಫೂಮಿಯುಂಪೋರೆಗೆ ಶಕ್ರಂ ವೃಷಿಷಯಂ
ಪುಷಿಷಯಂ। - ಇದಕ್ಕೆ ಪ್ರಸ್ತಾರವನ್ನು ಹಾಕಿ ಇದು ಅವವೃತ್ತದ ಪಾದ
ವೆಂದು ನಿಧರಿಸಿರಿ. 3. ಕಂಡಪದ್ಧದ ಲಕ್ಷ್ಯಾವಿನು ?

XI. 1. ಎಲೆವಂಹಿಪಾ ಮನುವಂಶಲುಪಾ ; ಅಜುಣನ ವೋಗನೋಡಿ
ನಗುತ್ಸಾಂಭರಿಸುಡಿದನು - ಈ ಮಾತುಗಳಲ್ಲಿ ವ್ಯಾಕರಣ ವಿಕೇಷವೇ
ನಿದೆ? 2. ಪಡಿಯರತ್ತಿ, ಜಲ್ಲಣ, ಬಿನ್ನಣ, ಹರಯು, ಉಕ್ಕೆವ, ನೇಪುರ -
ಇವುಗಳ ತತ್ವವಂಗಳನ್ನು ಬರೆಯಿರಿ. 3. ಹೋಯಿತು, ಆಯಿತು, ಕೇಳಿ,
ಹೇಳಿದರೆ, ಮಾಡುವಪ್ಯರಲ್ಲಿ, ಹೊಸತ್ತಾಗಿರುವ - ಇವುಗಳ ಜಳಗಳನ್ನು
ರೂಪಗಳನ್ನು ಬರೆಯಿರಿ. 4. ಕರಣ - ಕಬ್ಬಿಕ್ಕೆ ಆವುವಾದರೂ ಆರು
ಉಪಸಂಗಳನ್ನು ಒಂದಿಟ್ಟು ಅಥವಾ ಹುಟ್ಟಿವಾಗುವುದೆಂದು
ಕಾಣಿಸಿರಿ.

WEDNESDAY, 3RD DECEMBER, 10 A.M. TO 1 P.M.

KANARESE : TRANSLATION AND COMPOSITION.

I. Translate into Kanarese: [See Hindustani Translation paper,
page 128.]

II. Translate into English :—

1. ಎಸೆದುಡಿಗಿಂಗಗನಮಂಡಲವನಂಡಲೆನಿ |

ಲಸದುನ್ನತ್ಯಂಗದುತ್ತರದಸತ್ಯರದ |

ಶರೀಕಾಂತಮಯಮಾದರಮಣಣೆಯಕವನ್ನಿಧೆಕಂದರದ |

[ಸ್ತೋತ್ರದೊಳು ||

ಮುಂಸುಕಿತಪ್ಪಲವೇವ ಮಂಜಾಗಳನೆಂಜಾಗಳು ।
 ದಕ್ಷನದುಗಾಬ್ರಹಿಗಳು ಪ್ರತ್ಯುಗಳುಮುಂತ್ಯುಗಳು ।
 ಬೇಸಲಾದವೆರ್ಪಿಡಿಕಾಡುಗಳುಬೀಡುಗಳು ಕಬರಿಯರಸಂಕುಲ
 [ದೊಳು] ॥

2. ಮುಂಡಿಗೆಯೆಂಬಿನಹಿಳುಕಿಗೆ ಕೈಯಂ ।
 ನೀಡಲ್ಪುಳಿವರೆಮನಾಗಿಸದೊಳು ।
 ನೋಡುವ ಬಿಟ್ಟೆವೆಗಣ್ಣಿ ಇವರೂ ಸಗ್ಗಿದಸದನದ್ವನೆಲಿಗೆ ॥
 ಓಡಿದರೆಣ್ಣೆ ಸೆಯೆಂಬುದು ದಿಕ್ಕಿನ ।
 ಗಳಡಿಂಗ್ಯುದಿದೆಲರುಣಿಗಳುಕಿ ।
 ನ್ನಾಡಪಿಲಂಬೊಕ್ಕು ಪ್ರಾನಾನದನಿನ್ನೇನಂಬಣಿ ಹೆನು ॥
3. ಧೀರತೆಯುಂನ್ನ ತಿಕೆ ಸದಾ ।
 ಚಾರುಮಿವಭಿಜಾತರಲ್ಲಿ ನೆಲಿಸುವುವೇ ॥
 ನಾರಯೆಂಬಿಲರುನ್ನ ತಪದ ।
 ಕಾರೋಹಿಸಿದೊಡಮಂದಿರೊಳು ಪ್ರಾಟ್ಟುಗುವೇ ॥

4. ಸುಸಂಗತಿ.—(ಕೌಶಿಕದೊಡನೆ ನಿಟ್ಟುಸಿರಿಟ್ಟು) ಹಾ, ಪ್ರಯಾ
 ಸಬ್ರಿ! ಹಾ, ಸಾಗರಕೆ! ಹಾ, ಲಜ್ಜಾ ಇಂವೇ! ಹಾ, ಸಬೀಜನವತ್ತೆಲೇ!
 ಹಾ, ಉದಾರಕೀಲೇ! ಹಾ, ಸೌಖ್ಯದಕ್ಕನಯೇ! ನಂಗೆ ಪ್ರತ್ಯುತ್ತರ
 ವನ್ನು ಕುಂಡುವಳಾಗು; (ಮೇಲ್ಗೆಡೊಂಡಿ ನಿಟ್ಟುಸಿರಿಟ್ಟು) ಅಯ್ಯೋ,
 ದಯೆಯಿಲ್ಲದ ದ್ಯುವವೇ! ನಿನು ಅಂತಹ ಅಸಮಾನ ರೂಪಲಾವಣ್ಣ ವಿರಾ
 ಜಿತಯಾದ ಕಾಂತಯನ್ನು ನಿಮಿಂದಿ, ಆಕೆಗೇಯಿಂತಹ ದುರವಸ್ಥಿಯನ್ನು
 ಏಕೆ ಕಾಲಿಸಿದೆ! ಆಕೆ ತನ್ನ ಜೀವಿತದಲ್ಲಿ ನಿರಾಕಾರೊಂದು ಹೇಗಾದರೂ
 ಒಬ್ಬ ಬ್ರಾಹ್ಮಣನಿಗೆ ಕುಂಡೆಂದು ಈ ರತ್ನಮಾಲೆಯನ್ನು ನನ್ನ ಕೈಗಿತ್ತುಇಂ,
 ನಾನು ಇದನ್ನು ಅವಬ್ರಾಹ್ಮಣನಿಗೆ ಕುಂಡಬೇಕು? (ತೆಯು ಕಂಡೆಗೇನೋಡಿ)
 ಅದೋ ಬ್ರಾಹ್ಮಣಾದ ವಸಂತಕನು ಈ ಕಂಡೆಯು ಬರುತ್ತಿರುವನು,
 ಇದನ್ನು ಅವನಕ್ಕೆಗೆ ಕುಂಡುಹೆನು. ೫. ಮರುಧಿನ ಸರ್ವಸನ್ನಿಜದೊಡನೆ
 ಅಲ್ಲಿಂದ ಮುಂಡಣ ದೇಸೆಗೆ ನಡೆದು ಇತ್ತುರಂಗಬಲವ ಕಾಲ್ಪುಳಿತದಿಂದ
 ಪಾತಾಳವಾಸಿಗಳು ತದ್ವಾಳಿಯಿಂದಾಕಾಶವಾಸಿಗಳು ಕ್ಷಣಿದಲ್ಲಿ ಉಬ್ಬಿಗು

ಬಹಿಸುತ್ತ ಅಲ್ಲಲ್ಲಿ ಸೋಕ್ಕದರಸರನ್ನಿ ಕ್ಷಮತ್ತ ಉನ್ನತರನ್ನೇರಿಸುತ್ತ ಎರಗಿ ದರ್ಪಂ ಪೋರೆಯುತ್ತ ವಶರಾಗದೆ. ಮೂಳಬೀರಂ ನಿವುಂಡಲಿಸುತ್ತ ಹೊದಲಿ ದ್ವಾರಂ ಮರಳ ನೆಡುತ್ತ ಕಳ್ಳರಂ ಕಳೆದು, ಸೂಧಾಗಳಂ ಸಮ್ಮನಿಸಿ, ಬಲ್ಲಿದರಂ ಬಲಪಡಿಸಿ, ಬ್ರಿಜ್ಞಣಿರಿಗಲ್ಲಲ್ಲಿ ಗ್ರಿಮಾಗ್ರಹಾರ ವ್ಯತ್ಯಾಸಿದಿಗಳನ್ನೀಯುತ್ತ, ಕೆಲವೆಡಿ ದ್ವಾಲಯಾಗಳಂ ಪ್ರತೀಪಿಂಸಿ, ಕೆಲವೆಡಿ ಜೀ ಶೋಂಡಾರಂಗಿಯಿಸಿ, ಹೊಸ ಹೊಸ ನಿಜಷ್ಟ್ವಜಗಳಂ ಸೆಡಿಸಿ, ಮಾರ್ಗ ಗಳಲ್ಲಿ ತಟಿಕಾರಾಮವಮಂಟಪವಾರ್ಮಿಕೂಪಾದಿಗಳನ್ನೇರಡಿಸಿ, ಅರವ ಟಗೆಗಳನ್ನಿಡಿಸಿ ಸತ್ರಗಳಂ ನಿಮಿಂದಿಸಿ, ಇದೇ ವಿಧಿವಾಗಿ ತೆಂಕಣದೆಸಿಗೂ, ಪಾಹುವಣ ಕಡೆಗೂ ಪಯುಣವಾಗಿ ಮೂರು ವರ್ಡಗಳೊಳಗೆ ಮೂರು ಕಡೆಲವರೆಗೂ ಸುತ್ತಿ ಗಳ್ಳಿರಂ ಗೆದ್ದು ಕ್ಷಮವಂ ಕೊಂಡು ಬಳಕ ಬಡಗಣ ಕಡೆಗೆ ಬಿಲವಂ ಕೊಂಡೆಯ್ದನು. 6. ಬಳಕೆಲಿಂತಾಭಾವಿನಿ ಬ್ರಿಡೆಸಂ ನಿವುಂಡಲಿಸಿ, ಮುಂದರೆ ಪ್ರೋವಿಪಂಚ್ಯಾಪ್ಯಾ, ಕ್ಷೇತ್ರ ಮೃಗಂಗಳಂ, ಕ್ಷೇತ್ರಾಕ್ಷೇತ್ರಿಂ ನಿಖಿಡಮಾದ, ನಾನಾವ್ಯಕ್ತಿವಾಟಿಗಳನೆಳೆಲ್ಲಂ ಪಗಲಿರು ಖ್ಯಾತಿ ಭೇದಂ ತೋರದೆ, ಮುಂಳೈಳೆಗಳಂ ದಂಗಡವಮಾದ ಫೋಂಡಣ್ಣದೊಳ್ಳ ಪ್ರೋಗುವಳೊಂದರೆಯೋಳು ಕುಳಿತು, ಹೂ, ಸಿಂಹವಿಕ್ರಿಂತಿಗೂ ವಿಯೇ! ಸಿಂಹಾದಿಕ್ರಿಯ ಮೃಗಶಣಮಾಡಿ ವಿಷಿನದಲಿ ನನ್ನಂ ಬಿಟ್ಟು ಪ್ರೇರಿಯಲ್ಲಾ! ನಿಂದ ದೀನಾನಾಥವಿಪನ್ನಿರಿಂದ ಕಲ್ಪವ್ಯಕ್ತಿವೆನ್ನಿಸಿದೆ, ಆರಾ ತಿವಗಡಿಂದ ಅಂತಕೆನೆನಿಸಿದೆ, ಧರ್ಮಾಜ್ಞರಿಂದ ಧಾರ್ಮಿಕನೆನಿಸಿದೆ, ಪಂಡಿತರಿಂದ ಪ್ರಾಜ್ಞನೆನಿಸಿದೆ, ಇಂತಪ್ಪ ಅನೇಕ ಸುಗುಣಂಗಳಿಗೆ ಕಣಿಯಿನಿಸಿದ ನೀನೆನ್ನನೇರೋತೋರೆದೆಯೋ, ಈ ದುರವಸ್ಥಿಗೆ ಗುರಿಮಾಡಿದ ದುರಾತ್ಮಕನಾರೋ ಅವಂ ನಾಶವನ್ನೆಡಿ! ಆಯಾ, ಈ ಕ್ಷೇತ್ರ ಜಂತುಗಳುವೆನೆಂಬುಡನ ಅಳುವುದಲ್ಲದೆ ನನ್ನಂ ತಿನ್ನಲೂದೆಯುಂ ತಿನ್ನದು, ಇದೇಂ ವಿಪರೀತಕಾಲ ವೋ! ಹೂ, ಶಿವಿನ! ಎಂದು ಗೋಳಾಡುತ್ತಿದು ಬಿಯಾರಿಮುಂಬಾತ ಖಾದಳು.

III. Write as if to a vernacular magazine for boys a story illustrative of the following :—“ Men there were in the world who ‘ counted not their lives dear to them in comparison with their truth to their word, and love to one another.’ ”

“ ಪ್ರತಿಜ್ಞಾಪಾಲನ ಪರಸ್ಪರಾನುಂಡಾಗಿಗಳಿಂತ ಸ್ವಪ್ರಾಣರಕ್ಷಣವು

ಮಹಾದೇವಾದುದ್ದಲ್ಲವೆಂದು ಭಾವಿಸಿ ಸದೆದುಕೊಂಡವರು ಲೀಕೆದಲ್ಲಿ
ದ್ದರು.” ಎಂಬುದನ್ನು ಉದಾಹರಿಸುವುದಕ್ಕೆ ಬಂದು ಕಥೆಯನ್ನು ಹು
ಡುಗರಿಗೈಶೇಸ್ತರ ಪ್ರಶ್ನಾಗುವ ಬಂದು ಕನ್ನಡ ಸಾಮಯಿಕ ಪ್ರಸ್ತುತ
ದಲ್ಲಿ ಬರೆಯುವರ್ತಿಯಲ್ಲಿ ಬರೆಯಿರಿ.

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.

MALAYALAM : TEXT-BOOKS AND GRAMMAR.

I. 1. ನಾ ಮರಿತಂ ಕರ್ಮಾಂತ ಉದ್ದೇಶಗಳಿಷ್ಟ ಸಂಖಾರ ತತ್ವ
ಜ್ಞಾನಿಕ ಪ್ರಯಾಗಣಾಯವಯ ಏಣಿಪ್ರಾರ್ಥಿ. 2. ನಾ ಕರ್ಮಾಪ್ರಸಂಗಂ
ಕಳಿಂಬ ವಿಜಾಗಣಾಯಿತನಿತವಾಗು ಕಾಗಣಾಯರಣಿಗೆ ?

II. 1. ಹುಗ್ರಾಂತಿಕರು ನಾಿಗೆ ಕೊಽತನ ವರಣಿ ಏಗ್ರಾಂತಿಯಾಯಿ
ತಾನು ? 2. “ಸುಪ್ರವಾಣತಿಹಿತಿಪ್ಪಿತ್ತಾಯಿಷಿಣಿದ್ದೋ” ಎಣು ಉತ್ತರ
ಪಾಠಾತಿಗೆ ಅವಳಿದ ಹಾಗಣಾ ಏನು ?

III. 1. ರಾಜಾಯಗಾಂ ಕು ಲಿಪಿಯಾಗಣಾತಹಿಪ್ಪಾಗು ವೆಂಬ ಸಂಘರ್ತಿಯಂ
ಗಿಣಿತ್ವದ ವಲ್ಲ ಪಾಂಪುಗ್ನಕಾರಿಯಂ ಪಾಠಾತಿತ್ವಣಿಕಿನ ಅಂತರವತ ?
2. ಸುಪಯಂಪರಂ, ಉತ್ತರಾತಿ, ಹುಗ್ರಾಗು, ರಾವಣಾಗು, ಮಾರಣಾಗು, ಗಾರಣಾಗು.
ಂರಂ ವಾಕ್ಯಕರುಕಿಂ ಅಂತಾತಿಗೆಂದ ಅಂತರಣು ಏಣಿಗೆ ಉಣಾಯಿ
ಣು ಪ್ರಕಾರಪ್ರಾಣಿ.

IV. ತಾಮ್ರ ಕಾಗಣಾವಾಯಿದ ಅಂತರ ವೆಚ್ಚಿ ಯಾಕಿಕ ;—

1. ನಿವಿಲ ಇಗರಿಯಿಪ ಮಾತ್ರಾಂಶಾಂತಿಲ್ಲಾಂ

ನಿಗಿಳೆ ನಿ ಉಣಿತ್ವಾತಿಗೆಂದಿತ್ವಾಗು.

2. ಇಗಳ ನಾರಾತಿ ವರಂಹಕರುಕಿಂ ಉಣಿಷ್ಟಾಂ

ವೆಂಂದಿವಿರಿತಿ ವಾಧಾಂತಿಲ್ಲಾಂ.

3. ಶ್ರವಂಹಾರವಗಿಣ್ಣಾರ ವರಂ ಥಬಗಣಾಃಖಾಂ

ಶ್ರವಂಹಾಂ ದೋಷಾಂತಾಂ ಡೆಲಿಷ್ಯಾತ್ರಾ.

4. ಕಣ್ಣಕಾರುಕ ನಾಿಗು ತಾನ ಥಾಪ್ರಾಕಾಂ

ತಾಖಿವಿಯಲ್ಲ ಉತ್ತರಕಾ ವಾಗಣಾಃಖಾಂತಾಂ

ತೆಜಾಣ್ಣಕಾಣ್ಣ ಸಾಂಪ್ರಾಂ ಇಯಿಪ್ಪಾಗು.

V. 1. நினைவுகள் பால்பூக்கலையு கலைங்க ஸௌபரியிக்கணி சீரா குபியெக்கிடுதி நினைக் காலியூனத் சூதகிலீபுரம். 2. கலை என ஸௌபரியிக் காலக்கமயைக் கிள்க வீராராத்திரிங் ரூம்ஃர ராஸ்திரிங் கேர்விலீபூட் காலரா பலன்னை ஏற்றுத்தீர்த்துக்.

VI. தாழை காளைவழுகெட அத்ம் ஸ்பார வாமகாத்தில் ஏழு துகி:—

1. புதுதி சபலர் யெக் சபல உவலம் ஹால்

பூகாரவும் துரிதுகாரவும் டை—

சுவனிக்கூடி ஹதகூத்திரிலோன்றுகொ—

ஷாஷ்வாங்காங்காங்காங்ஸாங்கீங்யா

தூக்கு கடக்கிளைாடு ஸம்மிடத்துக்கால் தூபிள்வை—

சூஜிக்கூக்கப்பாந் தூக்கும் லைங்குரை

கரிக்காதைல்வியைத் தாங்கி சுரிவேகமாயி

காளாவிதாறு லக்காருகியெழும் தெரா.

2. ஆட்டுங்பாதுபதாரூபிலை துபயாயாரேஜ்டுக் கே யம்கு

ஞூபாந் பூஜூமொயுக்கூஜ்ஜூராஜ்தைக்கூஜ்ஜூராய்க்கூஜ்ஜிதா

ஒவைராகாதி வியிங்ஸகோந்துத காங்கோங்ஸயவாந்

[காங்கேங்

ஒவைராம ஹவாதிராம சுரிதை பறை ஸமங் ஸாங்கீ.

VII. 1. வூவழுநிரி கலியக்கு ஏற்காவனு ஜிவித்திரா?

2. அலைக்குமதிலீரா மதனிலை ரண்டு ஸாரமாய தந்துணர் ஏவு?

3. அலைக்குமதிலீரா அனுயை நிதி ஶாஸ்திரா ஏவு?

VIII. 1. அநுபாவேந், கூபிலந், பாளைநி, சளாலந் ஹவ ரெக்காஞ்சி நினைக் காலியூன ஏராவும் புயாகமாய காரோ ஸா மதிகர் ஏழுதுக. 2. ஶாத்து - உப்பாக்கத் - ஹஹாக்கு, நிப்புங்காம் ஹவுதெக்கிடுதி சுதக்கூத்தி விவரிகை.

IX. பூவிக்கால்வண்ணில் பரிஜ்ஞாரங்கொஞ்ச அருப்பூங்காரா அிகை மிருகங்கீழும் ரீக்கக்காராயும், தாங்கறுபூட்டுத்தியும் காரோ தாங்கறெட ஹணாக்கைக்கூக்கீயும் கூந்தக்கீயும் தமிழ் கட்சியும் குத செரிய ஹழுப்புவாஸு ஏழுதுக.

X. പ്രമുഖതകൾ സപൂട്ടിവരെ എഴും നണ്ണ് കണ്ണം മുടി യേക്കവിധം തൽ പുതാൾ സംബന്ധങ്ങൾ മലയാള ഭാഷയിലും ഉണ്ടെന്നു കൂട്ടുന്നതും ഒരു കാരണം തെക്കിയിക്കുക.

- XI. 1. നാടകവിതം റണ്ടാം പാദത്തിലെ മുഖങ്ങളിനു പേരുന്നു?
2. അതും സുന്ദരകാണ്ഡയാമിലെ മുത്തവും തമിൽ വലു പുതും സുവും ഉണ്ടുമെന്നു അറിയുന്ന മാത്രക്കാക്കി കാണിക്കുക.

XII. വിശ്വയ പതിയെടു നിശിച്ചരാഹയം വൈക്കോന്ത്

പുതാത്തുമല്ലു മിയിച്ചുകൊള്ളിവാൻ

അവധികാഡിയാ പാപക ഷ്ടാലക

കിംബവരുദ്ധകാഴി ദയൻ ചെന്തലാ

ഉവന്തലഗതവിലെ പ്രിപ്പുരത്തുമുണ്ട്

ആവിപരി പുസ്ത്രഭാജുളിലുകളും

പുനരനില സുതന്നതു പാവിപ്പിച്ചിതെങ്കിലും

ആവിപരി പുസ്ത്രഭാജുളിരുത്തം.

ഈ ലൈ അവകാശങ്ങളിടെ പേര് പറക്കും അഡിയിൽ കനി നീട്ടാ ലക്ഷ്യാശ്വാസം വൈദിച്ചാക്കിക്കാണിക്കുകയും ചെയ്യു.

WEDNESDAY, 3RD DECEMBER, 10 A.M. TO 1 P.M.
MALAYALAM : TRANSLATION AND COMPOSITION.

I. Translate into Malayalam: [See Hindustani Translation paper, page 128.]

II. Translate into English:—

1. അക്കത്തിനിലവിപുകരായുനവക്കുററ്റുള്ളിലണ്ണാനലശക നീ കേന്ദ്രം ബുധിനാം; അതു ഒന്മാനി കത്തു കരണാതനനാം ധർമ്മഭന്നാം തൊപ്പിഭാഗമണ്ണാനിനാം ഭോക്ഷഭാഗം. ഒന്നലികത്തുക ഉവന്തലാഡി വൈ വഴിവൈ ദാഖാൻ ലഗനായീടൊപ്പാ ഔമാഹമാംമുഖ്യാം, തൃജ മനസി ഒശവഭന്നാശഭാഗിം ബുദ്ധിവൈ ഒശവീംഗതിവൈ സമാനുഷി ശ്രീരാമി. അതു ഒന്നന മരണ ഭയനാഡിനീ നിശ്ചയമന്ത്രാധാരി തു സംബന്ധകാരിനീ. അതുതാവന വീഭവ പരഭാതമഭോഡ്യാമിത മത്തുതഥാനപരയാം ഭ്രതനഭ്യും ദാഖാൻ, കഴിക തവളുളി സപാടി തവഭോഡ്യന നീ കാശകാഡപ്പേജഭോഡ്യാഡിക്ക.

2. വാഴതന വാഞ്ചവത്തേയവകിലോപനിൽ

ചേരുവാഹം പരി മ കിംസൃതശില്പം

ആരാഘവപ്പുള്ളം ദേഹന മതുവില്ലും

മോഭാർ അഡിപ്പവനാതമജമെന്തുക്കും ॥

3. ശബ്ദാത്മ തത്പരനു അടക്കിസ്ഥാനപ്പുട്ടത്തിയിട്ടാണ് അല്ല
കാരാത്മത്തും പഴവേദാലൈക്കിൽ സാധാരണ പ്രതിപാദിക്കപ്പെട്ടി
റിക്കന്നതു എന്ന നില്ലംഗയം പറയുട്ടതാണ്. ഇങ്ങിനെ തന്നെ
“ മുറഖ മുഖക അണിഡൈനാശി ” പഴവേദാലൈനം “ അതിപരിവ
അംബജഞ്ജ ” എന്ന അലക്കാരാത്ത്വം മുഖാത്ത്വം ഇങ്ങിനെ എങ്കം
മുഖിതായി വിചാരിക്കേണ്ടി യിരിക്കാം. ഒരു ചന്ദ്രവിനെ നിത്രം
യിടക്കവിച്ച പോതന്നവും ഒരു വസ്ത്രവിധിജ ശാഖിത്തു ത്രജി
ണ കാണു കരണ്ടു പോകും, അതിനെ ശരിയായ വിധാനവിൽ വില
ഭക്തിക്കാരെ വരിക്കും, ചെള്ളനീതാണൊന്നാശി അലക്കാരാത്തത്തിനു
പുറെ, മുറഖ മുഖജട വാസന ആ മുറഖത്തിന്റെ ഉടൻസ്ഥന്
ഗ്രാഫിക്കനിൽപ്പ് എന്ന ശബ്ദാത്ത്വം ഒരം പഴവേദാലൈനണ്ടു എന്നാണ്
ഇവിടെ വാദിക്കണ്ടതു. എന്നാൽ മുറഖത്തിലും മുഖക വാസനയിലുംതെ
വത്തന്നു ആക്കാണൊജി ചോദ്രത്തിനു അതിന്റെ വാസന നിത്രം
അനുഭവിച്ച ഒപ്പാതന ഉടൻസ്ഥമനാണൊന്നം ഇതുമുറഖത്തിന്റെയെ
ഒക്കു പ്രക്രിയിന്റെയെ ലോകാഭ്യേക്ഷണം നിത്രം ഇതിന്റെ ഒരുപയം
അനുഭവിച്ച പോതന ദക്കിന്റെ ലോകം അണൊയാണൊന്നം പറ
യേണ്ടിയിരിക്കാം. 4. മഹാകാവ്യകാലത്തു ചാതുവ്വുൾ്ളും നടപ്പായി
എക്കില്ലും, അതിനു സ്ഥിരപ്രചാരംമുണ്ടായതു തപാലാർന്നികു കാലത്താണ്
യിരുന്നു. ഒന്ന് ദീർഘാധാരാതിന്റെ അഭ്യന്തരത്തിനു ഇതു കോണ്ടു
താൽക്കാലികമായ മുണ്ടം ഉണ്ടായി എക്കില്ലും ചാതുവ്വുൾ്ളും അനാജീദു
ജോവിയായ അഭിപ്രായിക്കാവിലുംതൊക്കുന്ന ഉണ്ടാക്കിയതു. പ്രജാപാ
വന്നതിനു വേണ്ടി കാഴ്ച കാലങ്ങൾക്കിൽ നിയമിക്കപ്പെട്ടുന്ന പ്രമാണ
ഒരു മതസംബന്ധമായ നിബന്ധനകളായി തിരുന്നപക്ഷം, അവ ലോ
കാജിന്റെ ഭേദങ്ങൾക്കു വില്ലാജീവി നിന്തവാനെ വച്ചിരുണ്ടി.
എന്നാൽ ഒരം വിഷയത്തിൽ ഭേദപരണ്ണ പ്രമാണ കാഞ്ചക്കേണാരെ
നാശക അധിക്കുകവിക്കുന്നില്ല. അധിക്കപ്പത്തിനു പാത്രായി

കൂട്ടിവാൻ അനുയോഗിക്കണം. എന്നെന്നാൽ, കാലോച്ചിത്തം ഒരു ഭാഗമായി ഉണ്ടാക്കണമെന്നു അവതരിച്ച ശുഭത്വങ്ങൾ ആണ്. മുധവിശ്വാസത്തിനിരിപ്പടമായ ഉപാല്പ്പായംഗാരംഗം നടക്ക കററം പറയുവാനില്ല കാരണം മുധ വിശ്വാസികളെ ജനങ്ങൾ എത്രയും കുറഞ്ഞാണുവാ അതുകൊണ്ടുമേ ഉപാല്പ്പായംഗാരംഗത്തെ സാധിക്കാംവും നടപ്പാണുവാ തിരക്കുള്ളൂ.

III. Write as if to a vernacular magazine for boys a story illustrative of the following:—"Men there were in the world who 'counted not their lives dear to them in comparison with their truth to their word, and love to one another.'

" തങ്ങളുടെ വാക്കിൽ തങ്ങൾക്കും സത്യനിക്ഷേപങ്ങളം, പറപ്പുന്ന സ്ഥലങ്ങളും അനുഭവങ്ങളിലും സ്വഭാവത്തെ അവയെല്ലാം വിലമതിക്കാതെപറ്റി ലോകത്തിൽ ഉണ്ടായിരുന്നു " എന്നുംതിനെ ഉണ്ടായിരിക്കുന്ന ഒരു കമ്പമുഖം ബാലഗംഗാരംഗ ഉപയോഗത്തിനു പേശുണ്ടാണുണ്ടായിരിക്കുന്ന അപയോഗം ഒരു കമ്പമുഖം കുറഞ്ഞാണുണ്ടായിരിക്കുന്ന അപയോഗം ഒരു കമ്പമുഖം.

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.
URIYA: TEXT-BOOKS AND GRAMMAR.

I. (ക) സംസ്കൃത രഘുബശ കേര്ണി കബിക ദിരിച്ചു? ഇക്കുകബിര പാഥാരണാധി അന്യ ദുര കാബ്യര നാമോദ്ദേശ കര. | ഇക്കുക രഘുബശര രചപ്പിചാ കിവ?

(ഖ) അമേ സ്ഥാധാസ്യാദാര രഷിരണരു ഏക ധക്ഷാദാര ദേബരണരു മുക്ത ഹ്രോ അക്കു; കിന്നു പന്ത്രാനാഭവരേ..... ബാക്യസ്മാപന കര ഏഹാര ബധാഖ്യ കര. |

(ഗ) ദില്ലിപ ഗജാക്കര അന്ധത്യാതാര കാരണ നിർദ്ദേശ കര; കി ഉപാസ്യാദാര താഹാക്കര അപത്യാലഭ ഹേല?

(ഘ) നരസൗക്രാന്തിക ദില്ലിപ പശ്ചാത്യാക്ക കുമ്മോദരര കത്ഥോപ-ക്കഥന സംശ്രേഖരേ ബണ്ണികാക്കര. |

II. (ক) “‘আমুমানকর এই এই শব্দটিয় কথাত
দৃষ্টাঘূর্ণামী কুহেঁ’” এহা কাহার ভক্তি পুণি কাহাকু কুহা
হেল? উভয়কর কথোপকথন ও যুক্ত সংশ্লেষণে বর্ণনা
কর।

(খ) “পারস্যদেশীয় যবন ষেনাগণের শুষ্কুল
শিশোমগ্নলোকে গরণুমীকু আছাদিত দেশি বোধ হোল যে-
মন্ত্ৰ”——ুপমাদ্বিকু করি বাক্য সমাপন কর।

(গ) সংশ্লেষণে ইন্দুমঙ্গলকর স্বপ্নুর বর্ণনা কর।

(ঘ) “মুকুলি কলম বন্ধনে প্রতিবিম্বিত শশাকমগ্নল
যেমন্ত্ৰ শোভমান হৃষি, যুবরাজ অজ মধ্য ষেহু নিদ্রুত রাজ-
মণ্ডলীরে ষেহুপরি শোভ পাই অচ্ছন্ন” এহা কেৱল প্রান্তৰ
বর্ণনা লেখি এহার ব্যাখ্যা কর।

III. (ক) অজ উদযুমার্গ, রবু অপবর্গ আশ্রয় কলারু
পিতাপুত্ৰক ব্যবহার কিপরি পৰম্পৰা বিষদৃশ হোৱ উত্তিল
বর্ণনা কর।

(খ) “মহারাজ দশরথ ধনরে —— সম, শাস-
নরে —— সম, অুপক্ষপাতিতাৰে —— সম এক প্রতা-
পরে —— সম থলে। —— ——
প্ৰতি ব্যবহৃত ষেহু অভুদপোহাহি রাজৰ্ণৰ দীপ্তিমাকু
মধ্য অষি পারু ন থলে।” রেখাচিহ্নিত প্রান্তৰকরে
পদযোজনা করি এই অংশটি পুনৰুন্নার কর।

(ঘ) সম রূমিষ্ঠ হেল মাত্ৰকে দশানন্দৰ কি অশুভ
চিহ্ন লক্ষিত হেল?

(ଘ) ଶ୍ରୀପୁ ବାରର ସହିତ ଶ୍ରୀଯୁକ୍ତଶନିଧନକାଙ୍କୁ ବାରର
ସମ୍ମାନଣ ଓ ପରାଭବ ବର୍ଣ୍ଣନା କର ।

IV. (କ) ବିଶ୍ୱାସର ପୂଜ୍ଞ ଜନ୍ମର ବୃଦ୍ଧାନ୍ତ ଲେଖ ।

(ଖ) ରାଷ୍ଟ୍ରବିଧି ସମ୍ବନ୍ଧରେ ଜାନକୀ ଶ୍ରୀରାମ ସମ୍ମାନଣ
ଲେଖ ।

(ଗ) ପଞ୍ଚବଠୀ ବର୍ଣ୍ଣନା କର ।

(ଘ) ଲକ୍ଷ୍ମୀ ଶୂର୍ପଶଙ୍କାକୁ କି କଥା କହି ରାମଚନ୍ଦ୍ରଙ୍କଠାକୁ
ବାହୁଡ଼ାଇ ଦେଲେ ?

V. (କ) ଖର ସହିତରେ କେତେ ଜଣ ଦେଇୟ ଥିଲେ ?
ଦୂଷଣ ସହିତରେ ଥିବା ଦେଇୟମାନଙ୍କର ନାମ ଲେଖ ।

(ଖ) ଅକଞ୍ଚନ ଓ ମାତ୍ରାଚ ବାବଣକୁ କି ପରମର୍ଦ୍ଦ ଦେଲେ ?

(ଗ) ଲକ୍ଷ୍ମୀଙ୍କ ପ୍ରତି ସୀତାଙ୍କ ଭସ୍ତ୍ରନା ବର୍ଣ୍ଣନା କର ।

(ଘ) “ସହସ୍ର ମେଥଳୀ କଲେ ନୟନ ଗୋଚର ।

ପଦ୍ମରେ ବୁଲୁଛନ୍ତି ପାଞ୍ଚୋଟି ବାନର ॥

ବାନରେ କହୁବେ ଅବା ଗମେ ସମାଗୁର ।

ଏହି କଥା ସୀତା ମନେ କରିଣ ବିଶୁର ॥”

ଏ ବାନରମାନେ କିଏ ? କାହିଁ କି ବୁଲୁଥିଲେ ? ସୀତା
ବିଶୁର କର କଥା କଲେ ?

VI. (କ) ରାବଣ କେଉଁ ପ୍ରତିଜ୍ଞା କର ଜାନକାଙ୍କୁ ଅଶୋକ
ବନବାସ ଦେଲେ ?

(ଖ) ମାୟାମୃଗ ବଧ କର ଫେର ଅସିଲବେଳେ ରାମଚନ୍ଦ୍ର
କି ଅମଙ୍ଗଳମାନ ଦର୍ଶନ କଲେ ?

(ଗ) ସୀତାହରଣରେ ଶ୍ରୀରାମଙ୍କର ହୋଥ ପୁଣି ଲକ୍ଷ୍ମୀଙ୍କ ଉପଦେଶ ବର୍ଣ୍ଣନା କର ।

(ଘ) ସୁତ୍ରୀବ ସହିତରେ କେଉଁ ହେବୁରୁ ମିତ୍ରତାପ୍ରାପନ କରିବାକୁ କିଏ ବାମଚନ୍ଦ୍ରକୁ ଉପଦେଶ ଦେଲୁ ?

VII. (କ) ଶ୍ରୀରାମ ଲକ୍ଷ୍ମୀ ପ୍ରାତି ହେଲେ ଜାଗରିଛି ।

ସ୍ନାନ ସାର କଲେ ପ୍ରାତଃ କୃତ୍ୟ ସମାପନ ॥

ଆଗ୍ନିପୂଜା ଦେବପୂଜା କର ସମାପନ ।

ସୁତ୍ରକ୍ଷେତ୍ର ସମୀପେ ଯାଇ କରିଲେ ଜଣାଣ ॥

ଉପରିଲକ୍ଷିତ ଶୁଣି ତରଣ ସମ୍ମୁଖଦବିଶିଖ ଗୋଟିଏ ବାକ୍ୟରେ ପରିଣାତ କର ।

(ଖ) ବସ୍ତ୍ର, ପରିଛବି ; ତତ୍ତ୍ଵ, ଶଠ ; ଅଦର, ମର୍ଯ୍ୟାଦା ; ଚରିତ, ଚରିତ୍ର ଏମାନଙ୍କର ବିଭିନ୍ନତା ବୁଝାଅ ।

(ଗ) ଅଭିର୍ବଦ, ଉପାୟ, ଅନୁକୂଳ, ବାମ ଏମାନଙ୍କର ବିପରୀତାର୍� ବୋଧକ ଶବ୍ଦ ଲେଖ ।

(ଘ) ବସନ୍ତ, ତତ୍ତ୍ଵ, ଅନ୍ତିମ, ଶ୍ରୀମଦ୍ଭଗବତ ନିର୍ଦ୍ଦେଶ କର ।

VIII. (କ) ବାଚୋୟର ପ୍ରେସା ଓ ପ୍ରତ୍ୟୁମାନୋତ୍ପ୍ରେସା ଉଦ୍‌ବିହାରଣସହିତ ବୁଝାଅ ।

(ଖ) ଇନ୍, ଓ, ଆମହ, ତା ପ୍ରତ୍ୟୁମାନ କେଉଁ ଅର୍ଥରେ ହୁଏ? ଉଦ୍ବାହରଣ ଦେଇ ବୁଝାଅ ।

(ଗ) ଜ୍ଞାନୀ, ବୁଦ୍ଧି, ତାତ୍ତ୍ଵଶାସ୍ତ୍ର, ଉତ୍ସବ, ଏମାନେ କିପରି ସିଦ୍ଧ ହେଲେ ?

(ଘ) ସ୍ଥିତି, ଲିଖି, ମା, ହେ ଧାର୍ଯ୍ୟମାନଙ୍କର ଅର୍ଥ ଲେଖ ।

WEDNESDAY, 3RD DECEMBER, 10 A.M. TO 1 P.M.
URIYA: TRANSLATION AND COMPOSITION.

I. Translate into Uriya: [See Hindustani Translation paper, page 128.]

II. Translate into English:—

(1) ସଙ୍ଗେ ସଙ୍ଗେ ଅଛି ସୀତା ଶମଚନ୍ଦ୍ର, ନାଶା ।
ତାହାର ସୌନ୍ଧର୍ଯ୍ୟ କଥା କହିଲେ ନ ସରି ॥
ଅକଳକୁ ଚନ୍ଦ୍ର, ମୁଖ ବିଶାଳ ନୟନ ।
କଷିତ କାଞ୍ଜନ କାନ୍ଦୁ କେଶ ସୁତିକ୍ରଣ ॥
ସୁନାସା ସୁରୁପା ନଖ କିଞ୍ଚିତ ରକ୍ତିମ ।
ନିବିଡ଼ ନିତ୍ୟ ବେନି କଟିଦେଶ ଶ୍ରୀଣି ॥
ଶୂଳ ଭଇ ପ୍ରନୟପୂ ତାର ହସ୍ତପଦ ।
କବାଚ ନୋହିବ ପଦ୍ମ ଉପମା ଆଶ୍ଵଦ ॥
ବନ ଦେବୀ ପରି ସୀତା ବୁଲୁଛି ବନରେ ।
କାଞ୍ଜନ ପ୍ରତିମା ନୁହେ ତାହା ସମାନରେ ॥
ଯେ ଲୋକ ନ ଦେଖି ଅଛି ସୀତାର ମାଧୁରୀ ।
ସେହି ଦୋଳେ ଦେବୀ ଯଶୀ କନ୍ଦରୀ ସୁନ୍ଦରୀ ॥
ସୀତା ଯାର ଭାସ୍ୟା ହେବ ସେହି ଲୋକ ଧନ୍ୟ ।
ତାହା ଠାରେ ଅନ୍ୟ ସୁଖ ହେବ କୁଛିଜ୍ଞାନ ॥
ହେ ଶବଶ ତୁମ୍ଭ ଯୋଗ୍ୟ ଅଟେ ସେ ଯୁବତୀ ।
ତୁମ୍ଭେ ଅଟ ସବାଂଶରେ ତାର ଯୋଗ୍ୟ ପଢି ॥
ତୁମ୍ଭ ପାଇଁ ଅଣିବାକୁ କରିଲୁ ଯତନ ।
ଲକ୍ଷ୍ମୀ କାଟିଲା ତେଣୁ ମୋର ନାକ କାନ ॥
ସାମାନ୍ୟ ଲୋକର କାହିଁ ହୋଇବ ସୌଭାଗ୍ୟ ।
କରିବ ଜୀବନାପରି ନାଶା ରହ ଚାହିଗ ॥

ଯଦ ଥାଏ ଶକ୍ତି କିମ୍ବା ବାସନା ତୋହର ।
 ସୀତା ଲାଭ ପାଇଁ ଏହି ମତ୍ତୁ ଯାତ୍ରା କର ॥
 ଶ୍ରୀରାମ ଲକ୍ଷ୍ମୀ ଦୁହେଁ ନିତାନ୍ତ ଅଶକ୍ତ ।
 କର ପାର ସେମାନଙ୍କୁ ସହଜେ ପରାୟ ॥
 ମୋର ଅରିଲାଷ ଲାଭକର ନାହା ରହ ।
 ସେହି ଉପାୟରେ କର ଦେଇ ନିର୍ମିଧାତନ ॥

- (2) କି କାରଣେ ଦେବଗଣ ମନ୍ତ୍ରିଲେ ସାଗର ।
 ଶୁଣିବାକୁ ରହାମୋର ଏହି ସମାଚାର ॥
 ଶୌନକ ବଚନ ଶୁଣି ବୋଲେ ସୂଚବସ୍ତି ।
 ସୁମେରୁ ନାମରେ ଏକ ମହାଧର ଅଛି ॥
 ଯାହାର ସୁବର୍ଣ୍ଣମୟ ଶୃଙ୍ଗ ପ୍ରଭ ଜାଲ ।
 ଦିବାକର କିରଣକୁ କରଇ ତାହଳ୍ୟ ॥
 ସଦ୍ବିଗ୍ରିର ଠାରୁ ଅଟେ ସୁମେରୁ ପ୍ରଧାନ ।
 କରନ୍ତି ଗନ୍ଧ ଦେବେ ଯହିଁ ବିଚରଣ ॥
 ରଜନୀ ଯୋଗରେ ପ୍ରତିଦିନ ଯେ ପରତ ।
 ବିଦିଧ ଓଷଧୀ ଯୋଗେ ସ୍ଫୁର ଆଲୋକିତ ॥
 ଯେଉଁ ମହାଧର ଅଭ୍ୟରେଣ୍ଟ ଶୃଙ୍ଗମାନ ।
 ଉଚ୍ଚ ହୋଇ ସୁରଲେକ କରିଛି ଅଛନ୍ତ ॥
 ନଦ ନଦୀ ତରୁଲତା ଯହିଁ ସୁଶୋଭିତ ।
 ବିହଙ୍ଗମ ଗଣ ଯହିଁ ଗାଉଥାନ୍ତ ଗୀତ ॥
 ଦିନକରେ ଦେବଗଣ ପରତ ଶିଖରେ ।
 ମହିଳା କଲେକ ବସି ସଦେପର ସ୍ଥରେ ॥
 କି ଉପାୟେ ଅମ୍ବେମାନେ ପାଇବୁ ଅମୃତ ।
 ସୁହା ଜାଣି ପାର ନାହାପୁଣ ଲକ୍ଷ୍ମୀକାନ୍ତ ॥

ବୋଇଲେ ବ୍ରହ୍ମାକୁ ଯାଇ ସୁରସୁର ଗଣ ।
 କରୁନ୍ତୁ ମିଳିଛ ହୋଇ ସଂଗର ମନ୍ଦିନ ॥
 ସମୁଦ୍ର ମନ୍ଦିନ କଲେ ମିଳିବ ଅମୃତ ।
 ଅନନ୍ତର ଦେବତାଙ୍କୁ ଶାର ଲକ୍ଷ୍ମୀକାନ୍ତ ॥
 ବୋଇଲେ ହେ ଦେବେ କର ସମୁଦ୍ର ମନ୍ଦିନ ।
 ପ୍ରଥମେ ପାଇବ ତହଁ ବିବିଧ ରତନ ॥
 ଚଢ଼ିମାନ ପାଇ ତହଁ ହେବଟି ନକ୍ଷାନ୍ତ ।
 ତାହାହେଲେ ପାଇପାଇ ଶେଷରେ ଅମୃତ ॥

III. Write as if to a vernacular magazine for boys a story illustrative of the following :—“ Men there were in the world who ‘ counted not their lives dear to them in comparison with their truth to their word, and love to one another.’ ”

“ପ୍ରାଚୀନକାଳରେ ଏପରି ମନୁଷ୍ୟମାନେ ଥିଲେ ଯେଉଁ—
 ମାନକର ବଚନର ସତ୍ୟପ୍ରିୟତା ଏବଂ ଅନ୍ୟକୀୟରେ ଥିବା ପ୍ରୀତି
 ତାହାକର ଜୀବନଠାରୁ ଅସ୍ଵକ ମଣ୍ଡୁ ଥିଲେ ।”

ଏହି ବାକ୍ୟର ସତ୍ୟତା ପ୍ରତିପଦ୍ମ କରି ବାଳକମାନଙ୍କ
 ପାଠୋପଯୋଗୀ ସଂବାଦ ପଢ଼ିକାକୁ ଗୋଟିଏ ପ୍ରବନ୍ଧ ଲେଖ ।

TUESDAY, 2ND DECEMBER, 2 TO 5 P.M.

FRENCH: TEXT-BOOKS AND GRAMMAR.

I. Translate into French :—1. When I go to London I shall see my friend's father, mother, brothers and sisters. 2. Old Paris is very different from the Paris of to-day. 3. My brother is a teacher and I am a merchant. 4. Sunday last was the last Sunday in the month. 5. Whatever be his talent, whatever be his intelligence whoever be his friends, I fear lest he should perish. 6. Was your mother at home this morning? No. She was not. 7. I saw your brothers and sisters yesterday. 8. I believe I see him coming; two days ago I saw him going away. 9. I wish I were in your place. 10. He was punished for speaking against his teacher. 11. I saw your brother this morning. 12. Napoleon was defeated in

Russia when he was at the zenith of his power. 13. If he should come I would be happy. 14. If you were to hear him you would believe in him. 15. We soon had finished our task. 16. When they had written their letters they went out. 17. Do you think he has come. 18. I think he has come. 19. I fear you are mistaken. 20. It is necessary that he should come.

II. Correct the mistakes ; if any, in the following :—1. Il fallait qu'il vienne. 2. Il prit un baton et m'en donna un coup. 3. Supposez qu'il venait quo feriez-vous ? 4. Empêchez qu'il gaspille son argent. 5. Dépêchez-vous de peur qu'il arrive avant vous. 6. J'ai coupé mon doigt. 7. Elle a foulé son pied en dansant. 8. Il l'a fait, mais il n'y gagnera rien. 9. Quand un homme est mort on n'y pense plus. 10. Combien avez-vous de pommes ? j'ai six, je ne veux pas avoir davantage. 11. Votre mère est une personne obligeante tout le monde ; votre sœur est moins obligeante envers nous.

III. Distinguish between :—repartir and répartir; infecter and infester; colorer and colorier; vacant and vaquant; expédiant and expédient; violent and violent; recouvrir and recouvrer; disputer and discuter; fatiguant and fatigant; résongner and raisonner.

IV. Explain the allusions in the following passages :—

(a) La gloire efface tout.....tout, excepté le crime !
Mais son doigt me montrait le corps d'une victime,
Un jeune homme, un héros de sang pur inondé.

(b) Ainsi pouvait-on sans crainte lui confier les plus grands secrets..... On ne pouvait assez louer son incroyable dextérité à traiter les affaires les plus délicates. (c) Que s'il est enfin entraîné dans ces guerres infortunées, il y aura au moins cette gloire de n'avoir pas laissé avilir la grandeur de sa maison chez les étrangers.

V. Render into English :—(a) des sourires de commande ; (b) prendre quelqu'un à partie ; (c) à coup sûr ; (d) coûter les yeux de la tête ; (e) enfourcher la chimère ; (f) tout marche à souhait ; (g) donner un bon coup de pied à la misère ; (h) elle en abattait de ces histoires ! (i) mettre sa langue dans sa poche ; (j) prendre la mouche.

VI. Give the meaning of each of the following words or expressions found in "le Cid" :—

(a) flamme, heur, lors, onde, pâmoison, revancher, brigue épandre, choir, invaincu.

(b) malgré des feux si beaux qui troublient ma colère,
je ferai mon possible à bien venger mon père ;

(c) Adieu je vais trainer une mourante vie,
Tant que par ta poursuite elle me soit ravie.

(d) que je sens de rudes combats !

VII. Paraphrase and explain the following quotations from your texts :—1. Les plus proches voisins du presbytère reçurent le visiteur à bras ouverts mais ne lui ouvrirent que les bras. 2. Pas de danger que l'ami Justin s'encanaille à courir avec nous les fénétaras (fêtes votives), à chevaucher les chevaux de bois, à flûter la blan-

quette de Limoux sous les tonnelles. 3. Le frac brodé d'argent s'assied ; une robe noire se lève. 4. Sortira-t-on jamais de ce funeste empire ? Deux ennemis ! le Czar, le Nord. Le Nord est pire.

VIII. Write down in French, in your own words, a summary of Victor Hugo's poem "La conscience."

WEDNESDAY, 3RD DECEMBER, 10 A.M. TO 1 P.M.
FRENCH : TRANSLATION.

I. Translate into English :—

1. **LE ROSSIGNOL.**
 Quand ta voix céleste prélude
 Aux silences des belles nuits,
 Barde ailé de ma solitude,
 Tu ne sais pas que je te suis !
 Tu ne sais pas que mon oreille,
 Suspendue à ta douce voix,
 De l'harmonieuse merveille
 S'enivre longtemps sous les bois !
 Tu ne sais pas que mon haleine
 Sur mes lèvres n'ose passer,
 Que mon pied muet foule à peine
 La feuille qu'il craint de froisser !
 Et qu'enfin un autre poète
 Dont la lyre a moins de secrets
 Dans son âme envie et répète
 Ton hymne nocturne aux forêts !
 Mais si l'astre des nuits se penche
 Aux bords des monts pour t'écouter.
 Tu te caches de branche en branche
 Au rayon qui vient y flotter,
 Et si la source qui repousse
 L'humble caillou qui l'arrêtait
 Elève une voix sous la mousse,
 La tienne se trouble et se tait !
 Ah ! ta voix touchante ou sublime
 Est trop pure pour ce bas lieu !
 Cette musique qui t'anime
 Est un instinct qui monte à Dieu !
2. Ce grand cœur qui paraît aux discours que tu tiens,
 Par tes yeux chaque jour se découvrait aux miens ;
 Et croyant voir en toi l'honneur de la Castille,
 Mon âme avec plaisir te destinait ma fille.
 Je sais ta passion, et suis ravi de voir
 Que tous ses mouvements cèdent à ton devoir,
 Qu'ils n'ont point affaibli cette ardeur magnanime,
 Que ta haute vertu répond à mon estime ;
 Et que, voulant pour gendre un chevalier parfait,
 Je ne me trompais point au choix que j'avais fait.

Mais je sens que pour toi ma pitié s'intéresse,
 J'admire ton courage, et je plains ta jeunesse.
 Ne cherche point à faire un coup d'essai fatal,
 Dispense ma valeur d'un combat inégal ;
 Trop peu d'honneur pour moi suivrait cette victoire :
 A vaincre sans péril on triomphe sans gloire.
 On te croirait toujours abattu sans effort,
 Et j'aurais seulement le regret de ta mort.

3. L'abbé Tourtarel procéda graduellement, par des retranchements successifs, qui, menagés dans une progression inexorable, devaient tôt ou tard en dénaturer complètement le caractère habituel. Les plats fins s'en allèrent d'abord. Adieu le gibier, adieu les saucisses savoureuses mijotées à petit feu sur les fourneaux et qui exhaliaient des parfums à la perdition des âmes ; plus de hors d'œuvre, plus de gâteau monté en forme de lyre ou de tiare ; les superfluités avaient entièrement disparu, disparu les nouveautés, les primeurs, les surprises, tout ce qui fait le piquant et l'attrait d'un repas. Ainsi dépouillés de leur charme, simplifiés et réduits de jour en jour, les menus du jeudi commençaient à prendre tourture de carême. Les invités s'étaient émus à la longue de ces changements et ils ne se gênaient pas pour en dire leur façon de penser, dès qu'ils avaient tourné le dos au presbytère. Evidemment le curé de Saint-Pastour tournait à l'économie. Dites qu'il tombe dans l'avarice, renchérissez un confrère. Pendant qu'ils maugréaient et se lamentaient, Miçon, la vieille servante du curé, triomphait et se réjouissait en son âme.

4. Considérez, messieurs, ces grandes puissances que nous regardons de si bas ; pendant quo nous tremblons sous leur main, Dieu les frappe pour nous avertir. Leur élévation en est la cause ; et il les épargne si peu, qu'il ne craint pas de les sacrifier à l'instruction du reste des hommes. Chrétiens, ne murmurez pas si Madame a été choisie pour nous donner une telle instruction : il n'y a rien ici de rude pour elle, puisque, comme vous le verrez dans la suite, Dieu la sauve par le même coup qui nous instruit. Nous devrions être assez convaincus de notre néant ; mais, s'il faut des coups de surprise à nos coeurs, enchantés de l'amour du monde, celle-ci est assez grande et assez terrible. O nuit désastreuse ! O nuit effroyable, où retentit tout à coup comme un éclat de tonnerre cette étonnante nouvelle : Madame se meurt ! Madame est morte ! Qui de nous ne se sentit frappé à ce coup, comme si quelque tragique accident avait désolé sa famille ? Au premier bruit d'un mal si étrange, on accourut à Saint-Cloud de toutes parts : partout on entend des cris ; partout on voit la douleur et le désespoir, et l'image de la mort. Le roi, la reine, Monsieur, toute la cour, tout le peuple, tout est abattu, tout est désespéré ; et il me semble que je vois l'accomplissement de cette parole du prophète : " Le roi pleurera, le prince sera désolé, et les mains tomberont au peuple de douleur et d'étonnement."

(*Not from Text-Books.*)

5. Mérovée avait fait un massacre épouvantable des Romains. On le voyait debout sur un immense chariot, avec douze compagnons d'armes, appelés ses douze pairs, qu'il surpassait de toute la tête. Au-dessus du chariot flottait une enseigne guerrière, surnommée l'Oriflamme. Le chariot, chargés d'horribles dépouilles, était trainé par trois taureaux dont les genoux dégouttaient de sang et dont les cornes portaient des lambeaux affreux. L'héritier de l'épée de Pharamond avait l'âge, la beauté et la fureur de ce démon de la Thrace qui n'allume le feu de ses autels qu'en feu des villes embrasées. Les cheveux blonds du jeune Sicambre, ornés d'une couronne de lis, ressemblaient au lin moelleux et doré qu'une bandelette virginale rattache à la quenouille d'une reine des barbares. On eût dit que ses joues étaient peintes du vermillon de ces baies d'églantiers, qui brillent au milieu des neiges, dans les forêts de la Germanie. Sa mère avait noué autour de son cou un collier de coquillages, comme les Gaulois suspendent des reliques au rameau du plus beau rejeton d'un bois sacré.

II. Translate into French :—What is to be done, when so many men, so many towns, so many cities, so many nations submit to a single tyrant, who possesses no power but that which is given to him, and who could not injure them if they were not willing to endure it? What a misfortune, or what a vice to see an infinite number of people, not obeying but serving, not being governed, but being tyrannised over by a single individual; and he neither a Hercules, nor a Samson, but an insignificant little man, and very often the greatest coward, and the most effeminate person in the nation! Poor miserable people! senseless races, stubbornly clinging to evil, and blind to your own welfare, you live in such a way that you can call nothing your own, neither your property, nor your kinsfolk, nor your children, nor your own lives. And all this ruin befalls you, not from your enemies—although he is your enemy,—but from him whose greatness is of your own making: for him you go forth so courageously to war, and for his grandeur you do not hesitate to sacrifice your own lives.

WEDNESDAY, 8TH DECEMBER, 2 TO 4 P.M.

ALGEBRA.

I. 1. Determine a and b so that $x^5 - x + ax + b$ may be exactly divisible by $x^2 + x - 6$.

2. Show that $x(y-z)(y+z-x)^4 + y(z-x)(z+x-y)^4 + z(x-y)(x+y-z)^4 = 16xyz(x-y)(x-z)(y-z)$.

II. 1. Find the square root of $11 + \sqrt{24} + 4\sqrt{3} + 6\sqrt{2}$.

2. Rationalize the relation $\sqrt{x} + \sqrt{y} + \sqrt{z} = 0$.

III. 1. Find the condition that the expression $a^2x^2 + bx + c$ may be always positive. 2. Determine the limits to the real values of x in the equation $9x^2 - 18xy + y^2 - 2x + 6y + 29 = 0$.

IV. 1. Find the values of $x : y : z$ from the equations $x + y + z = 0$; $\frac{a(b-c)^2}{x} + \frac{b(c-a)^2}{y} + \frac{c(a-b)^2}{z} = 0$.

2. s varies as the sum of two quantities; one of them varies directly as $x^{\frac{3}{2}}$ and the other inversely as $x^{\frac{1}{2}}$. If $s=1$ when $x=1$, and $s=88$ when $x=4$, find the value of s when $x=9$.

V. 1. If an odd number of arithmetic means be inserted between a and c , show that the sum of the means that precede the middle term bears a constant ratio to the sum of the means that follow it, whatever the number of the means may be. 2. A ship with a crew of 175 men set sail with a store of water just sufficient to last to the end of the voyage. But on the 31st day plague appeared and carried off three men on that day and every successive day; and at the same time a storm arose, which protracted the voyage by three weeks. The ship, however, arrived in port without any diminution in each man's daily allowance of water. Required the time of the passage and the number of men alive when the vessel reached the harbour.

VI. 1. Prove by *Mathematical Induction* that the sum of the cubes of the first n natural numbers is $n^2(n+1)^2/4$. 2. Sum to n terms the series

$$(a) 1.2^2 + 2.3^2 + 3.4^2 + \dots$$

$$(b) 1^2.x + 2^2.x^2 + 3^2.x^3 + \dots$$

VII. Find the number of permutations of n things taken r together. Show that the number of ways in which n persons can be arranged in a row so that neither of two particular persons may occupy the first or second position is $(n^2 - 5n + 6) | n - 2$.

VIII. If c_r denote the coefficient of x^r in the expansion of $(1+x)^n$, where n is a positive integer, find the value of $c_0^2 - c_1^2 + c_2^2 - \dots - (-1)^nc_n^2$ and show that

$$1.c_0^2 + 3.c_1^2 + 5.c_2^2 + \dots + (2n+1)c_n^2 = (n+1) | 2n | n. | n.$$

THURSDAY, 4TH DECEMBER, 10 A.M. TO 12 NOON.

TRIGONOMETRY.

I. 1. What would be the measure of a radian if a right angle were taken as the unit of angular measurement? 2. The measure of an angle in degrees exceeds its measure in radians by unity. Find the measure of the angle in degrees and in radians.

II. 1. Prove geometrically that

$$\sin C - \sin D = 2 \sin \frac{C-D}{2} \cos \frac{C+D}{2};$$

$$\cos D - \cos C = 2 \sin \frac{C-D}{2} \sin \frac{C+D}{2}.$$

2. Prove that $\frac{\cos^3 10^\circ + \sin^3 20^\circ}{\cos 10^\circ + \sin 20^\circ} = \frac{3}{4}$.

3. Establish the identity

$$\cos A + \cos 3A + \cos 5A + \cos 7A = \frac{1}{2} \sin 8A \operatorname{cosec} A.$$

III. 1. Find a general expression for all the angles that have a given sine.

2. Solve the equation $2(1 + \tan \theta) = (1 - \tan \theta) \sec 2\theta$.

3. Eliminate θ between the equations

$$a \sec \theta - c \tan \theta = d,$$

$$b \sec \theta + d \tan \theta = c.$$

IV. 1. Prove that in any triangle ABC , $a = b \cos C + c \cos B$, and from this and the corresponding formulae deduce the relations $a \operatorname{cosec} A = b \operatorname{cosec} B = c \operatorname{cosec} C$.

2. Prove that $c^2 = (a + b)^2 \sin^2 \frac{C}{2} + (a - b)^2 \cos^2 \frac{C}{2}$.

3. If the angle C is a right angle, prove that

$$\frac{a^2 \cos B}{1 + \sin B} - \frac{b^2 \sin B}{1 + \cos B} = \frac{c^2 \sin(A - B)}{\cos A + \cos B}.$$

V. If AB is a side of a regular polygon of n sides inscribed in a circle whose centre is O , prove that the area of the regular polygon of n sides circumscribed to the circle is equal to the rectangle contained by the perimeter of the inscribed polygon and the radius of the circle described about the triangle OAB .

VI. 1. Find $\log_a x$, being given $\log_a b = k$ and $\log_b x = l$.

2. If in a triangle $a = 78$, $b = 43$, and $C = 84^\circ 24'$, find A and B , having given

$$\log 2 = .3010300, L \cot 42^\circ 12' = 10.0425150,$$

$$\log 7 = .8450980, L \tan 17^\circ 41' = 9.5085459,$$

$$\log 11 = 1.0413927, L \tan 17^\circ 42' = 9.5089822.$$

VII. Prove that in any triangle ABC ,

$$r_1 = s \tan \frac{A}{2} = 4R \cos \frac{B}{2} \cos \frac{C}{2} \sin \frac{A}{2}.$$

D, E, F are the points of contact with the sides BC, CA, AB of the escribed circle of the triangle ABC , which touches AB and AC produced. If r_1, x, x_1, x_2, x_3 are the radii of the escribed circles of the triangles ABC, DEF, AEF, BFD, CDE respectively opposite to the angles A, D, A, B, C , of these triangles respectively, prove that $2x_1 x_2 x_3 = r_1 x^2$.

VIII. A person standing on the slope of a hill of inclination α observes that the angle of elevation of the top of a pillar standing at the foot of the hill is 30° . He then walks a distance a down the hill towards the pillar and finds the angle of elevation of the top of the pillar to be 60° . Show that the height of the pillar is

$$\frac{a}{2} (\sqrt{3} \sec \alpha + 4 \sin \alpha).$$

THURSDAY, 4TH DECEMBER, 1 TO 4 P.M.

GEOMETRY.

I. Prove that, if in a triangle one side be greater than another the angle opposite the first side is greater than the angle opposite the second. In a triangle ABC the side AB is greater than the side AC , and the bisector of the angle BAC meets the side BC in D . Show that BD is greater than DC .

II. Prove that in a triangle the square on a side opposite to an acute angle is less than the sum of the squares on the other two sides by twice the rectangle contained by either of these sides and the portion of it intercepted between the perpendicular let fall on it from the opposite angle, and the acute angle. Show that if two sides of a quadrilateral are parallel, the sum of the squares on the diagonals is equal to the sum of the squares on the sides which are not parallel and twice the rectangle contained by the sides which are parallel.

III. Prove that angles in the same segment of a circle are equal. ABC is a triangle whose vertices are on a circle whose centre is O , and D, E are the feet of the perpendiculars from B and C upon the opposite sides. Show that OA and DE are at right angles to one another.

IV. Show how to draw from a given point a tangent to a given circle. Draw a straight line so that the intercepts made on it by two given circles shall be of given lengths.

V. Show how to inscribe a circle in a given triangle ABC . Prove that if the inscribed circle touch the side BC in D , the incircles of the triangles ABD, ACD touch one another.

VI. Show that if a straight line be drawn parallel to a side of a triangle, it will cut the other sides, or those sides produced, proportionally. D is the middle point of the side BC of the triangle ABC , P is any point in AD , and CP, BP meet the opposite sides in E and F . Show that EF is parallel to BC .

VII. Prove that similar triangles are to one another in the duplicate ratio of their homologous sides. AB is a diameter of a circle, and a straight line through A meets the circle again in C , and the tangent at B in D . If E is the other extremity of the diameter of the circle through C , and ED intersects AB in F , show that the ratio of AF to FB is the duplicate ratio of AD to AB .

VIII. Prove that if an angle of a triangle be bisected by a straight line which cuts the opposite side, the rectangle contained by the segments of this side, together with the square on the bisecting line is equal to the rectangle contained by the other two sides. ABC is a triangle, and D, E are points on its circumcircle equally distant from A and such that the square on AD is equal to the rectangle contained by the sides BA, AC . If DE intersects BC in F , show that AF bisects the angle BAC .

FRIDAY, 5TH DECEMBER, 10 A.M. TO 1 P.M.

PHYSIOGRAPHY.

I. State Newton's law of gravitation. Explain why the weight of a body is not constant over the surface of the earth.

II. Explain how rocks may be classified according to their mode of formation. State to which classes the following belong and describe them :—basalt, granite, marble, shale, slate.

III. What proofs have we of the gradual elevation of various tracts of land? Give examples of such places.

IV. Explain how the depth of the ocean is determined, and give a brief account of what has been ascertained in this way regarding the form of the ocean floor.

V. Explain the following and describe their formation :—avalanche, crevasse, glacier, iceberg, moraine, striae.

VI. Describe an instrument by which the humidity of the air is measured, and explain its use.

VII. Describe aurorae and state where they occur. How do they vary from year to year? Mention other phenomena which have been observed to vary in the same way.

VIII. What corrections are made in the reading of the barometer in order to compare the pressure of the atmosphere at different places? How can we, by means of the values so obtained, represent graphically the variation of the pressure over a large area? Give, as examples of this, rough sketches showing the distribution of pressure in India in January and July.

IX. Account for the difference between the mean solar day and (1) the apparent solar day, (2) the sidereal day.

FRIDAY, 5TH DECEMBER, 10 A.M. TO 1 P.M.

PHYSIOLOGY.

I. Explain the differences in the composition of the blood in the Renal, Pulmonary, and Portal veins, and Superior Vena Cava.

II. What are the principal waste products formed in the body? State where they are formed and eliminated. What determines the quantity formed in any tissue?

III. Write short notes on the following :—(a) Ductless glands, (b) The glycogenic function of the liver, (c) Blood pressure, (d) Lymph.

IV. Write a short essay on the nature and use of secreting glands.

V. Describe the changes which the various digestive juices produce in bread.

VI. Give a short account of any reflex nerve action, and construct a diagram to show clearly the paths taken by the nerve impulses.

VII. Give a simple physiological explanation of each of the following:—(1) The contents of the thoracic duct appear white after a meal. (2) Though the beating of the heart is intermittent, the flow of blood from the cut end of a vein is continuous. (3) The skin acts freely in hot weather. (4) Temporary closure of the air passages is followed by rapid breathing.

FRIDAY, 5TH DECEMBER, 2 TO 5 P.M.
HISTORY OF GREECE AND ROME.

I. Compare the Grecian with the Roman colonies as regards (1) the general causes of their foundation, (2) their relation to, and (3) their value to, the mother-city.

II. Contrast the parts played by Athens against Persia and against Macedon. Point out the importance of the triumph of (1) Greece over Persia, and (2) Macèdon over Greece.

III. What elements, social and constitutional, that were not democratic existed at Athens in the age of Pericles, and what elements, social and constitutional, that were not oligarchic at Sparta in the same period?

IV. Trace the revival of the power of Athens from the close of the Peloponnesian War to 355 B.C.

V. Sketch the history of the Tribune down to the fall of the Republic, noting any changes in its character.

VI. When and under what circumstances was Achaia annexed by Rome? Point out the effects upon Rome of her Grecian conquests.

VII. Compare and contrast Sulla and Cicero as champions of the Senate, illustrating your answer from facts in their careers.

VIII. How far was the constitution under Augustus a continuation of that of the Republic?



B.A. DEGREE EXAMINATION, 1902.
ENGLISH LANGUAGE DIVISION.

MONDAY, 8TH DECEMBER, 10 A.M. TO 1 P.M.
ENGLISH POETRY.

NOTE.—The answers are to be written in two books—one for each part.

Part I.

I. 1. On what is the *Clerke's Tale* based? How may the date of it be fixed approximately? State what portions were subsequently added. 2. How does the *Envoy* differ metrically from the rest of the *Clerke's Tale*?

II. Re-write in Modern English :—

(a) 1. O stormy peple ! vnsad and euer vntreue !
 Ay vndiscreet and chaunging as a vane,
 Delyting euer in rombel that is newe,
 For lyk the mone ay wexe *ye* and *wane* ;
 Ay ful of clapping, *dere ymough a Iane* ;
 Your doom is fals, your constance *yuel* preueth,
 A ful greet fool is he that on you leneth.

2. And in hir swoogh so sadly holdeth she
 Hir children two, whan she gan hem *tembrace*,
 That with greet sleighe and greet difficultee
 The children from hir arm they *gonne arace*
 O many a teer on many a pitous face
 Down ran of hem that *stoden* hir bisyde ;
Vnnethe abouten hir myghte they abyde.

(b) Write notes on the grammar of the italicised expressions in the above passages.

III. Explain, with notes where necessary :—Sikly berth,—more penible,—all and some,—yuel biseye,—a sturdy husband,—somdel oek to-rent. He of his cruel purpose nolde stente. Lest Chiche- uache yow swelwe in hir entraille.

IV. 1. What led Dryden to write Mac Flecknoe ? 2. Give in a few sentences the substance of *Pheidippides*. 3. *Rabbi Ben Ezra* is said to represent Browning's 'Theism.' Explain and give briefly the leading ideas in the poem. 4. Masson says: "The most obvious characteristic of Keats's poetry is certainly sensuousness." Discuss this criticism.

V. Annotate and explain :—

(a) Great Fletcher never treads in buskins here,
 Nor greater Jonson dares in socks appear.

(b) Choose for thy command
 Some peaceful province in Acrostic land.

(c) O latest born and loveliest vision far
 Of all Olympus' faded hierarchy.

(d) Heard melodies are sweet but those unheard
 Are sweeter.

(e) Such feasting ended then
 As sure an end to men ;
 Irks care the crop-full bird ? Frets doubt the maw-
 crammed beast ?

(f) All I could never be,
 All, men ignored in me,
 This I was worth to God, whose wheel the pitcher
 shaped.

(g) The same that oftentimes hath
 Charm'd magic casements, opening on the foam
 Of perilous seas, in faery-lands forlorne. *

Part II.

VI. Briefly discuss the question, whether there is reason to suppose that *Coriolanus* had a political reference, and that there is in it an exposition of Shakspere's political faith.

VII. 1. Mention the principal features of the character of Menenius as described by himself in his first conversation with the tribunes. Contrast his attitude towards the people with that of Coriolanus. 2. Show how, at the two great crises of his life, want of judgment was Coriolanus's ruin. What is your estimate of the part played by Volumnia on each of these occasions?

VIII. 1. The folio reading of I-9-41—46 is :—

May these same instruments, which you profane,
Never sound more : when drums and trumpets shall
I' th' field prove flatterers ; let courts and cities be
Made all of false-fac'd soothing :
When steel grows soft, as the parasites silk,
Let him be made an overture for the wars.

Discuss the emendations that have been proposed for this passage. 2. Give the meaning of the following passage in your own words :—

So our virtues

Lie in the interpretation of the time :
And power, unto itself most commendable,
Hath not a tomb so evident as a chair
To extol what it hath done.

3. Explain the following expressions :—(a) an inventory to particularise their abundance ; (b) your bisson conspectuities ; (c) to jump a body with a dangerous physic ; (d) to bear the ' knave ' by the volume. 4. In what sense is each of the following words used in *Coriolanus*—(a) singularity, (b) articulate, (c) innovator, (d) stoutness, (e) foxship, (f) inform ?

IX. 1. Annotate :—

(a) His pupil age,
Man-enter'd thus, he waxed like a sea,
And in the brunt of seventeen battles since
He lurch'd all swords of the garland.

(b) My affairs
Are servanted to others : though I owe
My revenge properly, my remission lies
In Volscian breasts.

2. Explain the allusions in the passages below :—

(a) In that day's feats,
When he might act the woman in the scene,
He proved best man i' the field, and for his meed
Was brow-bound with the oak.

(b) I think he'll be to Rome
As is the osprey to the fish, who takes it
By sovereignty of nature.

X. 1. Remark upon the construction of the following sentences:—

(a) If he did not care whether he had their love or no, he waved indifferently twixt doing them neither good nor harm.

(b) Fortune's blows,

When most struck home, being gentle wounded, craves
A noble cunning.

2. Divide the following lines into feet, and mark the accented syllables:—

(a) Ransoming him, or pitying, threatening the other.

(b) Fast foe to the plebeii, your voices might.

(c) O heavens! O heavens!

Nay, I prithee, woman.

MONDAY, 8TH DECEMBER, 2 TO 5 P.M.

ENGLISH PROSE.

Part I.

NOTE.—*The answers are to be written in two books—one for each part.*

I. "I set myself the little task of making a *picturesque* story, rising in every chapter, with characters true to nature, but whom the story should express more than they should express themselves by dialogue." (Dickens—Private letter.) Examine *A Tale of Two Cities* with a view to showing how far it satisfies the test here proposed.

II. Discuss two of the following criticisms:—(a) 'There is no piece of fiction known to me, in which the domestic life of a few simple people is in such a manner [as it is in *A Tale of Two Cities*] knitted and interwoven with the outbreak of a terrible public event, that the one seems but part of the other.' (b) '*A Tale of Two Cities* is a mixture of mannerism and melodrama.' (c) '*A Tale of Two Cities* is unique among the novels of Dickens in the all but entire absence in it of any humour or attempt at humour.' (d) 'Dickens' story of the Revolution is unsatisfactory as a Romance, not so much because the main interest of the story centres in the fate of a person who is himself uninteresting, as because the scheme of the novel requires the sacrifice of the person in whom the author has aroused most interest for the benefit of the person in whom he has awokened least.'

III. 1. Objection has been taken to the manner and agency by which Dickens brings about the death of Madame Defarge. Examine this objection. 2. Mention two or more historical incidents of the French Revolution which Dickens has related in connection with imaginary personages.

IV. Comment on the following, in each case mentioning the context:—(a) "A prophetic private in the Life Guards had heralded

the sublime appearance by announcing that "arrangements were made for the swallowing up of London and Westminster." (b) 'One of the most remarkable sufferers by the same axe . . . had asked to be allowed to write down the thoughts that were inspiring her.' (c) 'There is a great crowd coming into our lives, if that be so.' (d) 'Some discovered letters and other memorials of prisoners of old time, long dead of broken hearts.' (e) 'So armed he was stronger than his namesake, and blinder, and tore away the gates of God's own temple every day.' (f) 'Observers of the wretched millions in France . . . had seen it inevitably coming, years before, and, had—in plain words recorded what they saw.' (g) 'There might be medical doctors . . . a banking away like smoke at Tellson's, and a cocking their medical eyes at that tradesman on the sly.' (h) 'The time was to come when the gaunt scare-crows of that region should have watched the lamplighter . . . so long as to conceive the idea of improving on his method.'

V. Write short notes on the following:—'Cock lane ghost' 'the strong bull's eye of the court,' 'jargon about the "centre of Truth,"' 'the Carmagnole,' 'Foulon,' 'the September massacre,' 'the spy of Pitt,' 'another disciple of Izaak Walton.'

Part II.

VI. How does Arnold apply his "comparative" method of criticism to Leopardi, Byron, and Wordsworth?

VII. 1. In what, according to Arnold, "consists the immense superiority of Chaucer's poetry over the romance-poetry"? 2. How does Arnold account for the influence of Wordsworth between 1830 and 1840 A.D., and the comparative neglect of him before and after? 3. "We arrive best at the real estimate of Burns by conceiving his work as having truth of matter and truth of manner, but not the accent or the poetic virtue of the highest masters." Explain this.

VIII. 1. Who are (a) Taine, (b) Scherer, (c) Goethe, (d) Swinburne? What are their respective criticisms of Byron? 2. In what sense does Arnold use the words (a) *classic*, (b) *Philistine*, (c) *Moral ideas*?

IX. Explain, as explained by Holmes, the following statements:—(a) "A mellowing rigourist is always a much pleasanter object to contemplate than a tightening liberal." (b) "I know this, that the way Mother Earth treats a boy shapes out a kind of natural theology for him." (c) "I am afraid that science is breeding us down too fast into coral insects." (d) "I dare not be a coward with my lips, Who daro to question all things in my soul."

X. "What is your general estimate of lawyers, doctors, and ministers?" Summarise the Old Master's reply to this question.

XI. (a) Why did the poet desire to live in an egg-shaped thinking-cell? (b) What does Holmes mean by "three-story men"?

TUESDAY, 9TH DECEMBER, 10 A.M. TO 1 P.M.
 ENGLISH LANGUAGE AND LITERATURE.

Parts I and II should be written in separate books.

Part I.

I. Summarise the chief features that distinguish Elizabethan English from Victorian English. In what important points is Early English a contrast to both?

II. Explain where necessary, and illustrate the following statements:—1. “Case in the sense of *form* must be carefully distinguished from case in the sense of *relation*.” 2. “The most archaic part of English Grammar is the pronouns.” 3. “There is little doubt that the dictionaries of the eighteenth century had important effects on the pronunciation of English words.”

III. State clearly the phonetic laws which are illustrated by the change of vowel sound or of consonant sound in such words as *man*, *men*; *wise*, *wisdom*; *house*, *houses*; *bind*, *bundle*; give another example of each case.

IV. Write notes on the etymology of the italicised portions of the following words:—*nearer*, *first*, *twice*, *stress*.

V. Arrange the following words into four cognate pairs, and show how far each pair illustrates Grimm’s Law:—brotherly, head, host, capital, fraternal, guest, divine, Tuesday.

VI. Examine the following passages with special reference to qualities of style. Note both merits and defects.—(a) There was one man, whose sharp and manly logic had often in debate been found a match for the lofty and impassioned rhetoric of Pitt, whose talents for jobbing were not inferior to his talents for debate, whose dauntless spirit shrank from no difficulty or danger, and who was as little troubled with scruples as with fears. Henry Fox, or nobody, could weather the storm which was about to burst. Yet was he a person to whom the court, even in that extremity, was unwilling to have recourse. He had always been regarded as a Whig of the Whigs. He had been the friend and disciple of Walpole. He had long been connected by close ties with William Duke of Cumberland. By the Tories he was more hated than any man living. So strong was their aversion to him that when, in the late reign, he had attempted to form a party against the Duke of Newcastle, they had thrown all their weight into Newcastle’s scale. By the Scots, Fox was abhorred as the confidential friend of the conqueror of Culloden. He was, on personal grounds, most obnoxious to the Princess Mother. For he had, immediately after her husband’s death, advised the late king to take the education of her son, the heir apparent, entirely out of her hands. Of all the statesmen of the age therefore, it seemed that Fox was the last with whom Bute, the Tory, the Scot, the favourite of the Princess Mother, could, under any circumstances, act. Yet to Fox Bute was now compelled to apply. (b) That was Ruskin’s watchword all through life. Other people may like their own ways of living—he also had

his ; and it was totally opposed to the ordinary conception of " life." As at Oxford, so in his after-labours, he was assiduous more than the general. Many an office worker, whose daily hours of work are more than the six which were his self-appointed task, in after-life, would say his life was easy. Let them remember that Ruskin's recreations, like those of all great men, were such as would be labour to many another ; his mind was never relaxed from his life work for a moment. His leisure hours were always devoted to preparation for the next effort—unconsciously perhaps ; but with the unconsciousness of a mind that never ceased to dwell on many all-absorbing studies—art and architecture, ethics and morality ; subjects all of which were in his books intermingled and blended in that fascinating and polished language, which if it does not always convince absolutely, yet never fails to inspire reverence by its charming and elegant flow. When at Oxford—when he had a task to achieve which taxed his energies to the utmost, his work was begun at six in the morning, nor was it ended until midnight, with very little rest between ; finally he found his throat was irritated, and could detect the presence of blood in his mouth—symptoms which all will know only too well as those of consumption.

Part II.

VII. Trace in outline the history of English prose literature during the fourteenth and fifteenth centuries, and write brief critical accounts of any two writers you may mention.

VIII. How and to what extent did the work of John Lyly, Marlowe, and Ben Jonson respectively influence the development of the English drama ?

IX. Illustrate by reference to specific works the distinctive qualities of the writings of three of the following :—Defoe, Charles Lamb, Gray, Johnson, William Morris and Louis Stevenson.

X. Write a brief description and critical estimate of two of the following :—The Tale of a Tub, Cato, Samson Agonistes, The Task, Idylls of the King, The Rape of the Lock.

XI. 1. Trace the history and development of the novel from the beginning of the eighteenth century to the death of Dickens. Write a critical account of any novel—other than the *Tale of Two Cities*—which was written within this period, and which you have yourself read. 2. Account for the increasing importance during the nineteenth century of the novel as a literary form. Give any reasons for thinking that the epoch of its greatest importance is already past.

TUESDAY, 9TH DECEMBER, 2 TO 4 P.M.
ESSAY.

Write an essay on *one* of the following subjects :—

- (a) How does the education of women react on a community ?
- (b) The use and abuse of money.
- (c). "There is some soul of goodness in things evil
Would men observingly distil it out."

TUESDAY, 9TH DECEMBER, 4-5 TO 5-5 P.M.

FIFTH PAPER IN ENGLISH.

SANSKRIT.

Translate into English :—

यदाचिद्वाराणस्यां दरिद्रोऽपि सन्तुष्टश्चर्मकारः कथिदा-
सीत् । सद्यनिर्विष्णः सव्यापारमनुतिष्ठन्सुखेन कालमनयत् ।
तस्य प्रातिवेश्यः कथिन्महाधनिको धनमित्रो नाम वणिक् प्रति-
वसति स्म । एकदा स धनी चर्मकारं दृष्ट्वा प्राक्षीत् ‘मित्र, प्रत्यब्दं
लया कियद्वयमर्जते’ इति । स तु प्रहसन्नैव प्रत्यवादीत् ‘आर्य,
वर्षस्य कियदिति पृच्छयते । तथा संख्यां कर्तुं न मे परिचयः ।
अहन्यहनि देहयातां कुर्वन्हायनमस्तिलं वथमप्यतिवाहयामि’
इति ॥ धनमित्रोत्तरीत् ‘भवतु, अनुदिवसं कियद्वयं लभ्यते’
इति । चर्मकारः—‘एकस्मिन्दिने किञ्चिदधिकमन्यरिमन्तिकञ्चित्तद्यु-
नमाहत्य कुमुमभरणाय यावत्यर्थात् तावहृभ्यते’—इति ॥ स धनी
तस्य मनस्तोषमुपलभ्यापि तादृशं दारिद्रमनुशीचन्नैवमभाणीत् । तव
दुर्दशामद्यापनेव्यामि । अत विद्यन्ते शतं दीनाराः । इमान् गृही-
त्वा गूढं रक्ष, यथा सङ्कुटेवत्मपोषणायोपयुज्यन्ते । इति ॥ च-
र्मकारः, ‘एतादृशभाग्यलाभः स्त्रेऽप्यचिन्तितो मया’ इति । परं
मुदमविन्दत । तदनन्तरं धनमित्रं महोपकारिणं प्रणम्य ‘प्रभो, या-
वज्जीवं कृतज्ञतां परिपाल्यामि’ इति बदन्द्रविणं स्त्रीहृत्य सदन्

मयासीत् । प्रथमतः द्रविणरक्षणोपायं चिन्तयन्नात्रिं जजागार ।
तथा चोक्तम्—

“ अर्थानामर्जने दुःखमर्जितानां च रक्षणे ।

नाशे दुःखं व्यये दुःखं धिगर्थान्कष्टसंश्रयान् ॥ ”

ततोऽपररात्रे उत्थाय पृथ्वीं खनन् कुत्रचिद्द्विले निचि-
क्षेप दीनारान् । ततः प्रभृति चिन्तामापेदे । पूर्वं तन्मनोगता
निर्वृतिः कुत्रचिद्दलिता । अज्ञं पृथ्वीगतं धनमेव ध्यायन् ‘यदि
तत्थानं चौरैर्द्विदितं स्यात्तर्द्धचिराद्वस्तपहृतं भवेत्’ इति भीतभी-
तो मुहुर्मुहुस्तत्रैव गतागतं कुर्वन्यामिनीं निर्निद्रो नयन्परं दुःख-
मनुबन्नूव । एवं चिन्तापरवशः कृशतां प्राप । अन्यविषयेषु मनः
प्रवर्तयितुं न शशाक । शून्यमनरकतया तरय स्वर्कर्मणि कौशलम-
प्यझीयत । मित्रेऽविश्वासः समजनि । स्मितपूर्वमन्यान्नैवाभ्यभा-
षत । अन्तिके मार्जारसरणेऽपि ‘कथितवनति भुवम्’ इति क्री-
शति स्म । किं बहुना,

“ निक्षिता विवरे तेन द्रव्येण सह निर्वृतिः ।

दुःखजागरशङ्काद्यास्तस्याभूक्वन्सुहृत्तमाः ॥ ”

LATIN.

Translate into English:—

Haec igitur prima lex amicitiae sanciatur, ut ab amicis honesta
petamus, amicorum causa honesta faciamus; ne exspectemus
quidem dum rogemur, studium semper adsit, cunctatio absit;
consilium verum dare audeamus libere; plurimum in amicitia
amicorum bene suadentium valeat auctoritas, eaque et adhibeatur
admonendum non modo aperie, sed etiam acriter, si res postulabit,

et exhibitae pareatur. Nam quibusdam, quos audio sapientes habitas in Graecia, placuisse opinor mirabilia quaedam (sed nihil est, quod illi non persequantur argutiis) : aiunt scilicet "fugiendas esse nimias amicitias, ne necesse sit unum sollicitum esse pro pluribus; satis superque esse sibi suarum cuique rerum, alienis nimis implicari molestum esse; commodissimum esse quam laxissimas habenas habere amicitiae, quas vel adducas cum velis vel remittas; caput enim esse ad beate vivendum securitatem, qua frui non possit animus, si tamquam parturiat unus pro pluribus."

PERSIAN.

Translate into English :—

ذخن گفت در روز گار بیهیین زالی بود بغاپس
ضعیف حال - و کلبه داشت تک نراز دل جاهلان و
تیره تراز گور بهیلان - و گرهه با او مصاحب بود که
هرگز روی لان در آثینه خیال ندیده - و از یگانه و بیگانه
لام آش لشیده - و بیسان قانع بود که گاهی گاهی بوی
موشی از سوراخی شمیده - و با نقش پای او بروی
نفته خاک بدیده - و اگر احیانا بمددگاری بھست و
مساعدت معاونت موشی بچنگ وی افتاده (مصرع)
چون گداتی که گنج ذر یا بد * رخش از هشادی بر افروختی -
و خم گلشنده را مشعله حرارت خریزی بسوختی - و تا یک
هفته کما بیش بدان مقدار خدا گذرانیدی - و گفتی
(بیست) اینکه می بینم بر بیداری امسی یارب یا بخواب *
خوبیشتن را در چنین لعمت پس از چندین عذاب *
و بواسطه آنکه خاله پیر گن قحط ممال آن گرمه بود بیوسن
دار و نزار بودی - و از دور بهشکل خیالی میسندی شر
دروزی از خانپس بیطاقتی بزمحتی تمام بالایه لام برآمد

گرۂ دید که بر دیوار خانه همسایه میهراست - و بدستور
مشیر زبان گام مشمرده می نهاد - و از خایست فربه قدم
آهست برمیداشت - گرۂ پیر ذن چون از جنس خود
بدان تازگی و فربه دید مستحب شده فریاد برکشید که
(مصرع) بازی خرامان میرمی آخر بکوئی از کجا *
تو بدین لطفت از کجائي - و چنان می نماید که از
ضیافت خانه خان خطأ می آئي - این طراوی تو از
چیست؟ و این قوی و شوکت تو از کجا است؟ گرۂ
همسایه جواب داد که من ریزه خود خوان سلطالم - نه
صباح بر درگاه شاه حاضر شوم - و چون خوان نعمت
بگسترالند جراتی و جلدی نمایم و علی الجمله از
گوشتهای فربه و نانهای میده لقمه در را بایم - و تا روز
دیگر مرغ الحال بسر برم - گرۂ پیر ذن پرمید که گوشت
فربه چگوله چیزی باشد - و نان میده بزچه نوع مزة
دارد - من در مدة العمر جز شوربای پیر ذن و گوشت
موش چیزی ندیده و نهوردہ ام - گرۂ همسایه بخندید
و گفت بواسطة آنسه که ترا از عنکبوت فرق نمی
گوان کرد - و اینهای جنس مارا ازین شکل و هیئت که
نوداری عاری تمام است - و ازین صورت و صفت که
از خان رو بصرها آورده نگی بردوام - (فرد) *

از گرۂ همین گوش ودمی هست ترا

باقی همه عنکبوت را می مالی *

HINDUSTANI.

Translate into English:—

تھاں کے چارپاؤں میں ہائی چیبِ خلقت ہی ہے
 صورتِ میرت میں سب میں جدا - قد و قامت میں
 لہایت اونچا - جسامت میں کوہ پیکر اور قوت میں اکھر
 حیوانوں میں بالا تر - رنگت میں بیشتر میاہ - خالِ خال
 بھورا بھی دیکھنے میں آیا ہی - مساے اسکے بڑا چھوٹا
 بھی - لیکن چھوٹے کو کمیڈ ہیا اور بڑے کو کنھل
 کہتے ہیں - ناک کی جگہ اسکی ایک لمبی مولڈ
 اڑھے کی مانند - جس چیز کو چاہے اس میں اٹھاں -
 اور کان ایسے چوتے کے چھاج کے برابر - جب انہیں
 چھڑ جہڑائی - ایک فراٹا باو کا آئے - دو دانت اسکے
 طول میں ایک گز میں کچھ کم و زیادہ خار دھن میں
 لگے ہوے ایک بھسونڈے کے ادھر اور ایک ادھر - مفید
 اس قدر کہ شمع کافوری کو بے نور کر دین - اور منہست
 اس مرتبہ کہ پہاڑ کو چکنا چور کر دین - طوفہ یہ ہی کہ
 تمام احضا اس کے موافق ڈیل کے ہیں - لیکن آنکھیں
 چھوٹی - وجہ اسکی خالق کو بہتر معلوم ہی مخلوق
 نہیں جائے - بُرالنا خیال میں آتا ہی کہ صالع نے اسکی
 آنکھوں کو مشايد امواسطے بڑا لکیا کہ خود بین ہو جاتا -
 ہملاخاکساری کی خصلتِ عطاکی - چنانچہ تھاں پر کھڑا اکھر
 شناخت نہر میں مولڈ میں ڈالا کرتا ہی پر جس وقت ہتھیاری

ہر آؤے شیر خشممالک کی کیا تاب کے اسکے منہ چڑھسکے۔
ایک چھینگاڑ میں ذہرہ آب ہو جائے جملے کی نوبت نہ
ہے۔ - چنانچہ آزمودہ کار ایک فیل جنگی کو برابر
ہزار سوار چرار کے جانتے ہیں۔ واقعی کہ بہادر اہی
ایسا ہی ہوتا ہی کہ توبہ بندوق کو بھلپھڑی سے زیادہ
نہیں سمجھتا *

MARATHI.

Translate into English:—

1. नारायणरावाचा हा कांचनवणी० पोषाख, गळ्यांतील
टपोर मोशांची कंठी, तींतील पाचूचे खडे व हिंयांचे पदक,
हल्यारांध्या मुठी व म्याने०, पडदाळ०, घोड्याचे० जीन ह्यांवरील
जडावाचे० काम, भात्याचे० चकचकीत पान, व घोड्याची ति-
ळतिक्कीत व श्रेतवणी० लव ह्यांवर सूर्याचे किरण चमकताहैत
अशा वेळी० जेव्हां तो रणाच्या किंवा फसर्तीच्या लगबगींत
आपला घोडा वायुवेगाने० फेंकी, तेव्हां तो केवळ विदुलृतेचा
देदीप्यमान लोळच तव्पती आहे असा दिसून पाहणारांचे०
डीझे अगदी० दिपून जान. सुमारे० तीन साडेतांन धडका दि-
वस येई० तो पर्यंत आपल्या लळकरी लोकांकडून खुप चलाखीदी०
व ग्रामजीची कसरत करवून नारायणराव परत आपल्या मंदिरांत
आला, व पोषाख उतरणार तो एक्या मोठ्या आरशांत है०
लालूचे० इस नखगिरिखांत सहज लाच्या दृष्टीस पडले० 2. चरि-

व्वांतील विचारसरणीही फार योग्य आहेत्यावहून फल्याची भार्मिकता, विवेचनपद्धति, बादविवादकरप्याची शैली, सत्यान्वेषण-कौशल्य, सूक्ष्मविचार, आकृत्तशक्ति, व्यापकज्ञान, इत्यादिकांचे फार अनुकूल अनुमान करतां येतीं. एकंदरीतं साथ्या व शुद्ध भाषेस पूर्ण शाजेल असाच प्रथांतर्गत विचारांचा भारदरमणा, सूक्ष्मता, समर्पकता इत्यादि प्रकार आहेत. या शिवाय त्यांत आणखी एक खुबी अशी आहे कीं थोड्या पण समर्पक शद्वांत पुष्कळ व्यापक व खोल अर्थ निर्दिष्ट करण्याची हातीती प्रथंकारास उत्तम साधली आहे. त्यांत विचारांची पुनरुक्ति ज्ञालेली मला तर फारकहून कोठेंच आढळली नाही. या लंहानशा ऐशी पक्षांच्या चरित्रांत जितके विचारसोष्टव, अर्थगांभीर्य, व्यापकयर्यालीचनशक्ति आणि परिस्थितीचे यथारूप हर्षन दिसेल, तितके इतर थोड्यांच सवगीय किंतूत प्रथांत दिसून येईल.

TAMIL.

Translate into English :—

விவசாயம்! சகல தொழில்களினும் மிக மேஜ்மையுடையது; உலகம் நாகரிகமடைவதற்கு முக்கியகாரணம்; ஒத்தொழில்களுக்கும் வர்த்தகத்துக்கும் ஆதாரம். இத்தொழில் மனிதன் கவனிக்கத்தக்க யாவற்றினும் அதி முக்கியமானது; மிகப்புராதனமானது; தேகாரோக்கியத்திற்கும் வண்மைக்கும் ஜூசுவரியத்திற்கும் மனவமைத்திக்கும் நீதிக்கும், சுருக்கமாகச் சொல்லுமிடுத்துச், சகல சந்குணங்களுக்கும் மிகவும் அனுகூணமானது. இத்தொழில் உயர்நிலைப்பையிலுள்ள ஒருஜனது

களாவத்துக்கொவ்வாத இழிதொழிலெனப் பெரும்பாலும் கருதப்பட்டிவருகின்றது. விவசாயத்தொழிலை அபிவிர்த்தி செய்து வருமானம் உரோமாபுரி செழித்தோங்கி வருவதா யிற்று; ஆனால், இத்தொழிலை அலக்கியின்செய்து வேறு வகை யினால் ஜில்கத் தலைப்பட்டவுடனே அது சீரழிந்து போகத் தொடங்கியது. விவசாய ஞானமும், விவசாய முயற்சியும் விவசாயச் செல்வமுமின்றி எத்தேசமும் நிடித்தோங்கமாட்டாது. இவற்றை அலக்கியம் பண்ணும்போது அத்தேசத்தார் மேலுக்குமாத்திரம் டம்பமாய்த் தொன்றி உண்மையில் வறுமை யும் நாசமுடைகின்றனர். இவற்றை மாத்திரம் அவர்கள் அபிவிர்த்திசெய்தால் அவர்களுடைய வர்த்தகம் அழிக்காலும், கூத் தொழில் நாசமானாலும், அங்கியதேசத்துப் பணக்கர் பிடித்தாலும் அவர்களுடைய ஜனசங்கியையும் சுயேச்சையும் குறைவுப்படா; அத்தேசத்தின் தெளர்ப்பாக்கிய விலைமை குறைதலும், அதன் கைத்தொழிலும் வர்த்தகமும் தலை யெடிக்கும். கிருவிகள் வையை வகுப்பாரைவிடத் தான் குறைங்கவ வென்றநியாமையினால் சுருதியபோதினாலும், மாணிடவின்பத்துக்குரிய அட்சங்களுக்குள் அவன்கைந்தலுபவிக்குமளவு ஜனசமூகத்தில் வேறெந்தத் தொழிலினாலும் கிடைக்கமாட்டாது. சாஸ்திராபிவிர்த்தியினால் நூதன உண்மைகள் உலகத்தாரறிய வும், மூடபக்கி யோடிப்போசவும், (பஞ்ச) பூதங்களுக்கடிமையாயிருந்த கிருவிகளுக்கு இப்போது அவை அடிமையாயிருக்கவுங் காணக்களிப்புண்டாகின்றது. கிருவிகள் விவசாயத்தொழிலில் தலைர் வேறெந்தத்தொழிலையும் ஆதாரமாகக் கொள்ளாமலிருக்க, அவன்து தொழிலுக்கோ எனைய எல்லாத்தொழில்களும் கீழ்ப்பட்டிருப்பதையும், சுசத்துக்குரிய சுலப அம்சங்களையும் நம்மைச் சூழவைத்து நமக்கும் எனையோர்க்கும் பயன்படுமாறு அவற்றை உபயோகப்படுத்திக்கொள்ள நமக்கு ஒல்லமை நல்கும் காருணியசிருஷ்டிகள்த்த ரொருவரையே அவன் எதிர்பார்க்க வேண்டியவனுயிருட்பதையும் இன்னு மொருதலை முறையில் உலகறியும்.

TELUGU.

Translate into English :—

దుரంబును గౌరవులను డత్తసోయులతోడం, గూర్చి తనచే వైన సుఖపంధుమ్మిత్రహననంబునకు దల్లాడిలి రాజ్యభారంబు వహింప

నొలక ధర్తురా జనుజులం గని యిట్లనియో—“ రాజ్యాలోభంబు ముఖ్యిత్తంబును గలిపించేని కిర్చిషం బత్యంతంబు నాచదించితిని. వచ్చికపూంచులు వజ్రించువాడు జన్మమరణదుఃఖంబులం బౌరయం డేసి ప్రత్యుతులు, సెప్పెడు. కావున రాజ్యము నాకు వలదు. మించ భూమిపూలనపరత్యాబున వర్షాశ్రమధర్తురక్తంబు సేయుండు. ఏను. గానవంబునకుం జని మనిజననకాళంబున సుఖిసై ద్యుం డేద.” అనుడు నన్నంజూచి యగ్గునుం డిట్లనియో—“ ప్రతిచిహీతే కర్తుంబుల నమ్మింపుడినవాడు వైనీకు యతిజసకృత్యముఁ డేయ పక్కు? కర్తుపీసత్యము మోక్కకరంబు గాదు. ఘలములు బ్రహ్మార్థుణము లూసరించి కార్యకర్తుము నడపం దత్తావ్యాజా నము సమ కొను.” నావుడు మనంబును గలంక డేఱమిఁ బుడమిఁ జూము ధర్తురాజుం గన్నోని ద్రోపది వినయం బానవంబున నతిశయ్యలు నిట్లచి పరైప్రా—“ నరేంద్రునకుఁ చేచమన సగుట పోలునే? నృశుండు నరహాపమును బరఁగెదుపరదేవత గాఁడె? విధి నృశునందు దండ సీతిఁ బ్రత్సైంచే గావున నపరాధగతి నెఱిఁగి దండించు నృపతి కుభయలూకంబులుఁ గీర్తి గఱగు. గర్వంబునుఁ గమ్మలు గాక యాసభం బలపోకలం పోయినదుర్వోధనప్రముఖుల దండించి లివి. ఇంచుడన కల్పం బన సగునే? ఆఖంపలనన్ని భుం డగు ధాత్రీవిభుండేని దండాప్పుల దండింపనియోడుఁ బ్రచండకిర్చిపమ్ముఁ బోందు నందుచు. కారపులు తమదురితములుఁ దార చెడిరి. దాన్న నీ కేమికల్పముబు పొనుఁగే? ఇకుఁ గొంచలంబుఁ బోనాడి రాజ్య భూరము వహింపుము. అఖీలపీతముగ బహుయజ్ఞారంధ్రణ మాచ దింపుము.”

KANARESE.

Translate into English :—

సంక్తినెల్లి కాణావ వుచేతు అనేస్తిసత్కాద్దిగిదే, నిప్త్తి నెల్లి కాణాప్పుచు తలప్పిసత్కాద్దిగిదేందు బట్ట తత్ప్రాజ్ఞను ఉద్ధాత వాగి హేళిదానె. పూచుదల్లి వుఫూనుభావరుప్పక్కతి స్తయ్యమై.

ಗಳನ್ನು ನಿಲ್ಲಿಸಿ ತಮ್ಮ ಸೂಪುರ್ವೇದಿಂದ ಅದ್ಭುತಕ್ಕಾರ್ಥಗಳನ್ನು ಸಿದ್ಧಿಸಿ ಸಾಧಾರಣವಾಗಿ ಆಪತ್ತಾಲದಲ್ಲಿಯೇ ಅಗಿತ್ತು. ಮತ್ತೊಂದರ ದುಬ್ಬಾಲ ತೆಯುಗೂ ದೇವತೆಗಳ ನಿಭಂಗಿತೆಯೂ ಸಂಮಿಶ್ರಿತವಾಗಿರುವುದು ನಿಜ ವಾದ ಮತ್ತುವೆಂದು ಇನ್ನೊಂದು ಉದಾತ್ಮವಣನವಿದೆ. ಇಂತಹ ಮಾತ್ರ ಗಳು ಮಂಬ್ರಾವಾಗಿ ಕಾವ್ಯದಲ್ಲಿ ಕೋಳಿಸುತ್ತವೆ. ಏಕೆಂದರೆ ಕುವಿಗಳ ಕಲ್ಪನೆಯು ಅನೇಕಾವೃತ್ತಿ ಸರಲೀಕರಿಸಿದ ನೀಡಿಸಿದವನ್ನು ಬಿಟ್ಟು ಸುರಳಿ ಎಕ್ಕೆ ಹಾರುವದುಂಟು. ದರಿಕುಲಸಂಬಿ ವೀರನು ಮಹಾಸಾಗರದ ಉದ್ದಕ್ಕಾಲ್ಲಿ ಬಂದು ಮಹಿಳಾಸಾಗಿರೆಯಲ್ಲಿ ಕುಳಿತುಕೊಂಡು ಪ್ರಯಾಣ ಮಾಡಿ, ದೇವತೆಗಳು ಬಂಧನದಲ್ಲಿ ಟೈದ್ದೆ ಪ್ರಮಥನಂಬಿ ಮತ್ತೊಂದು ಬಿಡಿಸಿಕೊಂಡು ತಂದನೆಂದು ಯವಸರ ಪೂರ್ಣದಲ್ಲಿ ಬಂದು ವಿಚಿತ್ರವಾದ ಕಂಥಯಂತಿಂದಿ. ಶರೀರವೆಂಬ ಭಂಗರವಾದ ದರಿಗೇಳಿನಲ್ಲಿ ಕುಳಿತುಕೊಂಡು ಪ್ರಸಂಜವೆಂಬ ತರಂಗರಾಶಿಯಲ್ಲಿ ಪ್ರಯಾಣಮಾಡುವ ಭಕ್ತರ ದೃಢಸಂಕಲ್ಪವನ್ನು ಕವಿಯು ಇಲ್ಲಿ ಸ್ವಾಧೀನವಾಗಿ ವಣಿಕಸಿದಾನೆ. ಗಾವಾನ್ಯಮಾಗವನ್ನು ಒಡಿದು ಮಾತಾಡುವುದಾದರೆ:—ಸಂಪತ್ತಿಗೆ ಒಷ್ಟುವ ಸದ್ಗುಣವು ನಿತಭೇಳಿಗೆ, ವಿಕತ್ತಿಗೆ ಒಷ್ಟುವುದು ದೃಷ್ಟಿಗೆ. ಇನ್ನುಗಳಲ್ಲಿ ಎರಡನೆಯ ಗುಣವು ಮನುಷ್ಯಾಙ್ಕಕ್ಕೆ ದೊಡ್ಡ ಭಾಷಣವೆಂದು ನೀತಿವಿದರು ಹೇಳುವರು. ಕವಿಗಳು ಶಿಖಿ ದರಿಷ್ಟಂದ್ರಾದಿ ಉಕ್ಕುವರ್ತಿಗಳ ಐಶ್ವರ್ಯ ಸೌಭಾಗ್ಯಗಳನ್ನು ವಾತ್ರ ವಣಿಕಸಿಲ್ಲ, ಅವರಿಗೆ ಎಂತಹ ಕಷ್ಟಗಳು ಬಂದೇದಿಗಿದುವೆಂತಲೂ ಅವರು ಸರ್ವಸಂದರ್ಭಗಳಲ್ಲಿಯೂ ಒಕ್ಕರಿತ್ಯಾಗಿ ತಮ್ಮ ಸತ್ಯವನ್ನು ಹೇಗೆ ಕಾಪಾಡಿಕೊಂಡೆಂತಲೂ ವಣಿಕಿದ ಭಯವು ಅಸಂತುಷ್ಟಿಯೂ ಇಲ್ಲದ ಸಂಪತ್ತಿಲ್ಲ, ಸಮಾಧಾನವು ಕೋರಿಕೆಗಳೂ ಇಲ್ಲದ ವಿಕತ್ತಿಲ್ಲ. ಹೊರ್ಲಿಗೆಯಲ್ಲಿಯೂ ಕಸರ್ಲಿಯಲ್ಲಿಯೂ ಕಂಭಿವಾದ ಹೈಯವೇಲೆ ಕಷ್ಟವಣಿದಲ್ಲಿ ಬಿಡಿಸಿದ ಕೆಲಸವು ಸುಂದರವಾಗಿ ಕಾಣಿಸದು, ಕಷ್ಟವೈಯವೇಲೆ ಕಂಭಿವಣಿದ ಕೆಲಸವು ಕಣ್ಣಿಗೆ ಅನಂದಕರವಾಗಿರುವುದು. ಹೈದಯಾದ ಸುಖವು ಕಣ್ಣಿನಸುಖದಂತೆಯೇ. ಸುಂಗಂಧದ್ರವ್ಯಗಳು ಸುಂಡುತ್ತಲೂ ಇಂಜುತ್ತಲೂ ಪರಿಮಳವನ್ನು ಕಷ್ಟಾಗ್ಗಿ ಕೊಳ್ಳಬಂತೆ ಸದ್ಗುಣಗಳು ವಿಕತ್ತಿನಲ್ಲಿ ವಿಕೇಷವಾಗಿ ಕಾಣಿಸಿಕೊಳ್ಳಬ್ರಾಹ್ಮತ್ವವೇ. ಸತ್ಯರೂಪಕ್ಕಿ ತಮ್ಮ ಹಿಂಸಕರನ್ನು ದರಸುವರು. ಮನುಷ್ಯನು

ವೈರಸಾಧನದಿಂದ ಕತ್ತಲಿಗೆ ಸಮಾನನಾಗುವನು, ಕ್ಷೇತ್ರದಾಳಿದ ಅಥ ನಿಂದಲೂ ಶೈಕ್ಷಣಿಕಾಗುವನು. ಸುಪ್ರಕಾರಿಗಳು ಸಂಪತ್ತನ್ನು ಕತ್ತು ಸಾಕನವನ್ನೂ ಬೇಡಿಕೊಳ್ಳುವರು, ಭಕ್ತರು ಲೋಕಹಿತಾರ್ಥವಾಗಿ ತಮ್ಮ ಪ್ರಾಣವನ್ನೇ ಅರ್ಪಿಸುವರು.

MALAYALAM.

Translate into English :—

ഓവാ എന്നതു വോക്കുവിൽ സ്വർത്ത പ്രാപിച്ചിക്കുന്നതിനാൽ അവനുവരുന്ന ക്ലൗಡ്ക്കുക്കു അന്നാദിവിച്ഛുക്കുങ്കിരിക്കു ശാಪരമാ ക്രി റോഗ്രാഗ്രാജുക്കു തുലനം ചെയ്യു നില്ക്കുയപ്പെട്ടുനുവാൻ ആ ക്രം തുന്ന യാതാര സാവകാശവും ഉണ്ടാക്കാില്ല. പിഞ്ചാനം സീറ്റുഃഷ സന്ദാഭനാജിനാളി ഭാസ്ത്രങ്ങളിൽ ഒന്നാണുന്നതു നിപ്പി വരം തുന്ന ; അവിധു വല്പിപ്പിച്ചക്കണ്ണഭേദം സ്വാഭാവികമായി അവ രഖിക്കു മനസ്സിലുണ്ട് ആകാശമു തുന്ന തുന്ന തുന്ന തുന്ന തുന്ന. അ അഞ്ചാനെന്നാൽ ഇല്ലാതെന്നതുകൊണ്ട് അതിനുനിന്ന യാതെന്നും ഇപ്പോൾവാക്കുന്നതല്ല. ആത്മാവു സുവായ്യമായി, നിങ്കുലുംജായി, നിതക്കുശമായി ലുഡിക്കു കു ദിക്കുവസ്ഥയാകുന്ന ഹരു. വല്പു അഞ്ചാനും നൃക്ക സിലിക്കുങ്കുവാൻ നാം ആള്ളാലിങ്കയും നാം പറി ക്രി മനസ്സുകുങ്കുവാൻ നാം വ്രാന്നിങ്കകയും ചെയ്യും. അഞ്ചു കൊണ്ടു, പ്രതികുലകാരണങ്ങളിലുംതിരിക്കുങ്കുവാൻ വിഭു നാം വാ വല്പിപ്പിക്കും ഏതെന്തു ഉള്ളിപ്പിക്കും ചെയ്യും എന്ന താന് വിച്ഛേപ്പുചെയ്യും. സുവാദാദാശങ്ങളും അവനു വല്പിപ്പി പ്രാംജി മാസ്ത്രങ്ങളും സംബന്ധിച്ചടക്കത്താണിം നൃക്കുങ്കുതിനെക്കും യുക്താപ്പുനാക്കുന്ന അധികിനം സൗകര്യങ്ങൾ ഉള്ളതു. നൃക്ക അ സാമ്പುം സോഡാങ്കും ക്ഷേത്രങ്കും അവൻ ചീകിനിപ്പി കേളാനു വാന് കൂടിയും. ആതു സംബന്ധായുണ്ട് ബുദ്ധിഭൂട്ടുകൾ നാം അന്ന വിക്കു. അവൻ അതിനാം നിപ്പുണി അവൻ അവൻ അലുപ്പാന പ്രസ്താവിക്കും. നാം ദേഹ തൊണ്ടു വെച്ചു സാധിപ്പിച്ചക്കുണ്ടായി അവൻ അലുപ്പാന അംഗിക സംസ്കृತാംജ്ഞങ്ങൾ സുലഭമാണെന്ന നിശ്ചയം വിഹ

ହଠା ଅଧିକର ଲୁହପୁଣୀ ତଙ୍ଗେ ପରିଷ୍ଠାଂ ଅଧିକରନ ରାଜ୍ୟରେଣେ
ତରୁଂ ପ୍ରଜାକର୍ମକଳେ ଆଶେଷାକର୍ତ୍ତ୍ଵତଃକଲ୍ୟାଂ ପରିଷ୍ଠାନିକଣ୍ଠରାକଣ୍ଠା。
ଆଧିକର ପଞ୍ଚତନ୍ତ୍ରାବି ଦେଖିଥୁବେ ପାମକଳ୍ୟାଂ ନାନୀକଳେ ବସନ୍ତିକଣ୍ଠା
ଦେଖିଥୁବେ କଳ୍ୟାଂ ହଣ୍ଡାକାରି ଆଧିକର ଯାତାନାବ୍ୟକ୍ତିକଳ୍ୟାଂ ନାନୀକଳେ ବସନ୍ତିକଣ୍ଠା
ଆୟିକାଂ ନୁହିପ୍ରତିକଳ୍ୟାଂ କାନ୍ଦିକଳ୍ୟାଂ ଆଧିକର ନୁହିକଳ୍ୟାଂ କାନ୍ଦିକଳ୍ୟାଂ
ମାୟା ତଙ୍ଗେ ଲୁହିକଣ୍ଠା.

URIYA.

Translate into English :—

ନେପୋଲିଅନ୍ ଅପେ ଆପଣାର ପଢନର କାରଣ ଅଟନ୍ତି ।
ରୁସିଯା ସହି ସଂଗ୍ରାମରେ ପ୍ରକୃତ ହୋଇ ନ ଥିଲେ, ତାକର
ଅବା ଫ୍ରାନ୍ସଦେଶର କିଛିମାତ୍ର ଅମଙ୍ଗଳ ଘଟି ନ ଥାନ୍ତା । ଏଥି
ଉତ୍ତାରେ ଇତରସେପ ମହାଦେଶର ରାଜନ୍ୟବର୍ଗ ନେପୋଲିଅନଙ୍କ
ସବଳାଶ ନିମିତ୍ତ ସତେଷ୍ଟ ହେଲେ । ପ୍ରୁସିଯା ଏବଂ ରୁସିଯା ଏକ-
ତ୍ରୁଟ ହୋଇ ଫ୍ରାନ୍ସ ବିରୁଦ୍ଧରେ ସମରଦୋଷଣା କଲେ, ନେପୋ-
ଲିଅନ ଦୁଇଲକ୍ଷ ସେନାସଂହିତ କରି ବିପକ୍ଷ ବଳକୁ ଲଟକେନ
ନାମକ ପ୍ଲାନରେ ରେଣ୍ଟିଲେ । ଗୋର ଯୁଦ୍ଧ ହେଲେ । ଉତ୍ସ
ପକ୍ଷରୁ ସହସ୍ର' ଲୋକ ବିଜନ୍ମ ହେଲେ । ଇତି ମଧ୍ୟରେ ନେ-
ପୋଲିଅନଙ୍କ ଝଣ୍ଟର ଅନ୍ତ୍ରୀଯାର ସମ୍ରାଟ ମଧ୍ୟପୁ ହୋଇ ଉତ୍ସ
ପକ୍ଷକୁ ସମୀପରେ ସନ୍ଧିପ୍ରତ୍ୟାବ କଲେ; କିନ୍ତୁ ନେପୋଲିଅନ ନିଜ
ନିର୍ବୁଦ୍ଧିତାର ବଣବନ୍ଧୀ ହୋଇ ସନ୍ଧି ପ୍ରତ୍ୟାବକୁ ଅଗ୍ରାହ୍ୟ କଲେ ।
ଏଥି ଉତ୍ତାରେ ଆଉ ଗୋଟିଏ ସଂଗ୍ରାମ ହୋଇଥିଲା । ସେଥିରେ
ନେପୋଲିଅନ ଜୟିଲାଭ କରିଥିଲେ ।

ପୁରୁଷକଷ୍ଟ ଯୁଦ୍ଧ ଉତ୍ତାରେ ଅନ୍ତ୍ରୀଯାର ସମ୍ରାଟ ସନ୍ଧି ପ୍ରତ୍ୟାବ
କରି ପୁନ୍ରବାର ମୁଖ୍ୟତା କଲେ, କିନ୍ତୁ ଅନ୍ତ୍ରୀଯାର ରାଜବୁଦ୍ଧ ନେ-

ଯୋଇଅନଙ୍କୁ ତାକ କର୍ତ୍ତକ ବିଜତ ହୋଇଥିବା ପ୍ରଦେଶମାନ
ପ୍ରତ୍ୟର୍ଗଣ ନରବାପୀଇ ଅନୁରୋଧ କରିବାରୁ ନେପୋଇଅନ ଦୃଶ୍ୟ-
ସହକାରେ ଅଷ୍ଟୀପୂର ପ୍ରସ୍ତାବକୁ ପରିଚ୍ୟାଗ କଲେ । ଅଷ୍ଟୀପୂର
ଅପଣାକୁ ଅପମାନିତ ଜ୍ଞାନ କର ଏବ ପୁନଃଦୁର୍ଗଣ ସ୍ଵରଣ କର
ପ୍ରସିଦ୍ଧ ଏବ ବୁଦ୍ଧିପୂର ସହିତ ମିଳିତ ହେଲେ । ୧୯୯ ଅକ୍ଷର
ଅଗନ୍ଧିମାସ ତା ୨୭ ରଖ ଦିନ ସମ୍ମିଳିତ ସମ୍ରାଟମାନଙ୍କ ସେନ୍ୟ ନେ-
ପୋଇଅନଙ୍କ ସେନ୍ୟକୁ ଦ୍ରେସ୍‌ଡେନ୍ ନରର ସମୀପରେ ରେଣ୍ଡିଲେ ।
ଏହି ସଂଗ୍ରାମରେ ନେପୋଇଅନ ଜୟ ଲାଭ କରିଥିଲେ ; ମାତ୍ର
ତଙ୍କାରୀ ଶବ୍ଦମାନଙ୍କର ବିଶେଷ କ୍ଷତି ହୋଇ ନଥିଲା ; ତଣ୍ଡୁ ସେ-
ମାନେ ନବାନ ଉତ୍ସାହସହ ନେପୋଇଅନଙ୍କୁ ସବତୋଭାବେ ପରାଜ୍ୟ
କରିବାପୀଇ ନିଜ ବଳ ପରିବର୍ତ୍ତନ କରିବାକୁ ଲାଗିଲେ । ନେ-
ପୋଇଅନଙ୍କ ସେନ୍ୟସଂଖ୍ୟା ଦିନକୁଦିନ ଉଣା ହୋଇ ଆସୁଥିଲା ।
ଆଜ୍ଞାବର ମାସ ତା ୨୭ ରଖ ଦିନ ଉତ୍ସାହପକ୍ଷ ମଧ୍ୟରେ ଘୋରଯୁଦ୍ଧ
ହେଲେ ଉତ୍ତାରେ ନେପୋଇଅନ ପରାସ୍ତ ହେଲେ । ସନ୍ଧାନ ନିଜ
ସମ୍ବାନ ଏବ ଗୌରବ ରକ୍ଷା କରିବାର ଆଶା ନ ସବାରୁ ନେପୋ-
ଇଅନ ପ୍ରାହୃସ ପ୍ରତ୍ୟାଗମନ କଲେ । ରାହଳ ନିଦା ପାରି ହେବା
ସମୟରେ ସେ ଦେଖିଲେ ଯେ ତିନିଲକ୍ଷ ପଞ୍ଚଶିଶ ସହସ୍ର ସେନିକ
ମଧ୍ୟରୁ କେବଳ ସବୁର ହଜାର ମାତ୍ର ଅବଶିଷ୍ଟ ଅଛନ୍ତି । ତାଙ୍କର
ପ୍ରତ୍ୟାବର୍ତ୍ତନ ଦେଖି ସନ୍ଧବବନ୍ଧମିତ୍ର ରାଜବୃନ୍ଦ ତାଙ୍କୁ ବନୀ କରିନେବା,
ଅର୍ଦ୍ଧାୟରେ ସେନ୍ୟ ତାଙ୍କର ଅନୁଧାବନ କଲେ ; କିନ୍ତୁ ନେ-
ପୋଇଅନ କୌଣ୍ଠଳ ସହକାରେ ଏବ ଦୃଢ଼ବେଗରେ ପାଣୀ ନଗରୀ-
ରେ ପ୍ରବିଶ୍ବ ହେଲେ । ଏହି ସମୟରେ ଶତ୍ରୁବୃନ୍ଦ ତଳାହରିଗରୁ
ପ୍ରାନସକୁ ଅନ୍ତମଣ କରିବାକୁ ଲାଗିଲେ । ନେପୋଇଅନ ଏପରି
ସଂକଟ କାଳରେ ସୁନ୍ଦା ଭାବ ଅଥବା କାତର ହୋଇ ନ ଥିଲେ ।

ନିଜ ଶାରୀ ଏବଂ କୁମାରଙ୍କ ରଣାଇର ପାଶୁନଗରବାସିଙ୍କ ହସ୍ତରେ ସମର୍ପଣ କରି ନେପୋଲିଅନ ପୁନର୍ବାର ଶତ୍ରୁଭୁବରେ ଯାତ୍ରା କଲେ । ଏହି ସଂଗ୍ରାମରେ ସେ ଯେପରି ଅଭ୍ୟୁତ୍ତ କୌଣ୍ଠଳ, ସୁଦୃଢ଼ ସଂକଳ୍ପ, ଅକ୍ଷୟ ବାର୍ଷି ଏବଂ ଅଜ୍ଞୟ ସାହସ ପ୍ରଦର୍ଶନ କରି ଥିଲେ, ତାହାକୁ ଅତିମାନୁଷ କହିଲେ ସୁନ୍ଦା ଅତ୍ୟୁକ୍ତ ହେବନାହିଁ । ପୁଅସାର ଉତ୍ତିଷ୍ଠାପରେ ଏପରି ଶୌର୍ଯ୍ୟର ଉଦାହରଣ ଅତ୍ୟକ୍ରମ ବିରଳ । କିନ୍ତୁ ଏବେ ନେପୋଲିଅନଙ୍କ ଭାଗ୍ୟ ରବି ଅସ୍ତ୍ରମିତି ହୋଇଥିଲା । ସେ ଯେତେ ଯତ୍ନ କଲେହେଁ ନିଜ ପତଳ ନିବାରଣ କରି ଧାରି ନ ଥିଲେ । ୧୮୧୪ ଅକ୍ଟର ଏଫ୍ରିଲିମାସରେ ଶତ୍ରୁ ବୁନ୍ଦ ପାଶୁନଗରୀ ଅସ୍ଵକାର କରି ତାଙ୍କୁ ବନ୍ଦୀ କଲେ ।

FRENCH.

Translate into English :—

Une lettre de Mme de Sévigné à Mme de Grignan. Eh ! mon Dieu, ma fille, que dites-vous ? Quel plaisir prenez-vous à dire du mal de votre personne, de votre esprit ; à rabaisser votre bonne conduite ; à trouver qu'il faut avoir bien de la bonté pour songer à vous ? Quoique assurément vous ne pensiez point tout cela, j'en suis blessée, vous me fâchez, et quoique je ne dusse peut-être pas répondre à des choses que vous dites en badinant, je ne puis m'empêcher de vous en gronder, préférablement à tout ce que j'ai à vous mander. Vous êtes bonne encore quand vous dites que vous avez peur des beaux esprits. Hélas ! ma chère, si vous saviez qu'ils sont petits de près, et combien ils sont quelquefois épris de leurs personnes, vous les remettriez bientôt à leur place. Vous souvenez-vous combien vous en étiez quelquefois lasse ? Prenez garde que l'éloignement ne vous grossisse les objets ; c'est un effet assez ordinaire.

Nous soupons tous les soirs avec Madame Scarron. Elle a l'esprit aimable et merveilleusement droit ; c'est un plaisir que de l'entendre raisonner sur les horribles agitations d'un certain pays qu'elle connaît bien. Ces discours nous mènent quelquefois bien loin, de moralité en moralité, tantôt chrétienne, et tantôt politique. Nous parlons très-souvent de vous : elle aime votre esprit et vos manières ; et quand vous vous retrouverez ici, vous n'aurez point à craindre de n'être pas à la mode.

Le roi a fait appeler le maréchal de Bellefonds dans son cabinet

et lui a dit : " Monsieur le maréchal, je veux savoir pourquoi vous me voulez quitter : est-ce dévotion ? est-ce envie de vous retirer ? est-ce l'accablement de vos dettes ? " " Sire," répond le maréchal, " ce sont mes dettes. Je suis abîmé : je ne puis voir souffrir quelques uns de mes amis qui m'ont assisté, et que je ne puis satisfaire." " Eh bien," dit le roi, " il faut assurer leur dette : je vous donne cent mille francs de votre maison de Versailles, et un brevet de retenue de quatre cent mille francs, qui servira d'assurance, si vous veniez à mourir ; vous payerez les arrérages avec les cent mille francs ; cela étant, vous demeurerez à mon service."

SECOND LANGUAGE DIVISION.

WEDNESDAY, 10TH DECEMBER, 10 A.M. TO 1 P.M.

SANSKRIT : TEXT-BOOKS AND GRAMMAR.

- I. 1. Discuss briefly the dates of Bñā and Bhattanārāyana.
 2. Into how many classes is prose composition divided ? To which of these does the Harshacharita belong ? Give reasons in support of your answer. 3. Explain the appropriateness of the title Veñisamhāra with special reference to the incidents in the play.
 4. What do you gather from the Harshacharita and the Veñisamhāra regarding the religious propensities of their respective authors ?

II. 1. What event in the life of Yudhishthira constitutes the greatest blot on his character as pourtrayed in the Veñisamhāra ?

2. Why were the following persons so called ? कृष्णद्वैपायनः, जरासन्धः, फिरीटी, अश्वत्थामा. 3. How does Duryodhana justify the action of the warriors of his army in having combined together and killed Abhimanyu who was fighting single-handed ? Quote the verse. 4. What was the only chance of success left to Duryodhana on the death of Drona, and how did he himself let slip that chance ?

III. 1. Quote the verse from the Harshacharita characterising the style of writing adopted by the poets of different parts of India.
 2. Trace Bñā's descent from Kubera (one of his ancestors). 3. Write

what you know of the following persons :— मेत्तलकः, मालती, कृष्णः, शर्यातः.

IV. Explain clearly the following passages, giving the context where necessary :—

1. नोच्चैस्सत्यपि चक्षुषीक्षितमलं श्रुत्वापि नाकर्णितं
 शक्तेनाप्यधिकार इत्यधिकृता यष्टिरसमालम्बयते ।

सर्वत स्वलितेषु दत्तमनसा यातं मया नोद्धतं
से वास्त्रीकृतजीवितस्य जरसा किं नाम यन्मे कृतम् ॥

2. देशसोऽयमरातिशोणितजलैर्यरिमन् हृदा: पूरिताः

क्षत्रादेव तथाविधः परिभवस्तातस्य केशग्रहः ।

तान्येवाहितशङ्खघस्मरगुरुण्यक्षाणि भास्त्रन्ति मे

यद्रामेण कृतं तदेव कुरुते द्रोणायनिः क्रीधनः ॥

3. सर्वस्याप्रार्थितोऽपि प्रभवत्येवातिवेलं चक्षुध्यो जनः ।

सा न काचिद्या न भवसि मे खसा सखो प्रणयिनी प्राणसमा

च । अनवस्करमाश्रवं मे लयि हृदयम् । प्रीत्या प्रतिसरा वि-

धेयास्मि ते । व्यावृणु वरवर्णिनि विवक्षितम् ॥ 4. शन्तनोर्महा-

वाहिनीपतिम्, भीमाज्जितकाशिनम्, द्रोणाच्चापलालसम्, गुरुपु-

त्रादभीषमार्गणम्, कर्णान्मित्रप्रियम्, युधिष्ठिराद्वहुक्षमम्, भीमा-

दनेकनागायुतबलम्, धनञ्जयान्महाभारतरणयोग्यम्, हर्षमद्राक्षीत् ॥

5. है हेलाजितबोधिसत्त्व वचसां किं विस्तरैस्तोयधे

नास्ति लत्सदृशः परः परहिताधाने धृहीतत्रतः ।

तृष्णत्यान्थजनोपकारघटनावैमुख्यलब्धायशो-

भारप्रोद्वहने करोषि कृपया साहायकं यन्मरोः ॥

6. स्वयं च पृष्ठवात्प्रभास्त्वकरविराजिनी ।

प्रभातसन्ध्येवास्त्रापफललुभ्येहितप्रदा ॥

V. 1. In what connection do the following passages occur?

(a) अथवा सूक्तुषिदमभियुक्तौः प्रकृतिर्दुस्त्यजेति । (b) सत्यादप्य-

नृतं श्रेयो धिक् सर्वं नरकोऽस्तु मे । (c) किं वा अयं लीकवादो
वित्तः न घटस्य कूपपाते रजुरपि तत्र प्रक्षेपत्व्येति । (d) वक्तुं
सुकरमिद्मध्यवसितुं दुष्करम् । 2. Bring out clearly the idea
intended to be conveyed by the author in each of the following
stanzas :—

(a) तरलयसि दृशं किमुत्सुकामकलुषमानसवासलालिते ।
अवतर कलहंसि वापिकां पुनरपि यारथसि पङ्कजालयम्॥

(b) निर्वाणवैरदहनाः प्रशमादरीणां

नन्दन्तु पाण्डुतनयाससह माधवेन ।

रक्तप्रसाधितभुवः क्षतविप्रहाश्च

स्थास्था भवन्तु कुरुराजसुतास्समृत्याः ॥

(c) अतिगम्भीरे भूपे कूपे इव जनस्य निरवतारय ।

दधति समीहितसिद्धिं गुणवन्तः पार्थिवा घटकाः ॥

Explain the simile.

VI. 1. Distinguish between प्रतिवस्तूपमा and दीपकम्, निर्दर्शना and दृष्टान्तः । 2. Define the following alankāras, and give one example of each :— (a) अपहुतिः, and (b) प्रतीपम्. 3. Explain the following passages :—

(a) जातिश्वतुर्भिर्जाल्याद्यैर्विरुद्धा स्याद्गुणलिमिः ।
क्रिया द्वाभ्यामपि द्रव्यं द्रव्येणैवेति ते दश ॥

(b) उत्प्रेक्षितमपि तात्त्विकेन रूपेण परिवर्जितलक्ष्मि
निरूपाख्यप्रख्यम्, तत्समर्थनाय यद्यर्थान्तरन्यासेषादानम्, तदाल्लो-

ख्यमिव गगनतलेऽस्यन्तमसमीचीनभिति निर्विषयत्वमेतत्य, अनु-
चितार्थतैव दोषः ॥

VII. State, with reasons, the alankāras contained in the following :—

1. शाखारीधस्थगितवसुधामण्डले मण्डताशी

पीनस्कंधे सुसद्वशमहामूल्यपर्यङ्कबन्धे ।

दग्धे दैवात्सुमहति तरौ तस्य सूक्ष्माङ्गुरेऽस्मिन्

आशाबन्धं कमपि कुरुते छाययाथीं जनोऽयम् ॥

2. अस्मिंश्च राजनि यतीनां योगपद्वकाः, वृत्तानां पादच्छे-
दाः, अष्टपदानां चतुरङ्गाक्लयना, पञ्चगानां द्विजगुरुद्वेषाः ॥

3. सिंहिकासुतसंव्रत्तः शशशीतांशुमाश्रितः ।

जग्रसे साश्रयं तव तमन्यः सिंहिकासुतः ॥

4. गुणानामेव दौरात्म्याद्भुरि धुर्यो नियुज्यते ।

असंजातकिणस्कन्धः सुखं सपिति गौर्गलिः ॥

VIII. 1. Give the vigraha of :— अष्टपुष्पिका, अमरोपम, सैनिक,
कोष्ण, पारिपार्श्विक, आप्रपदीन, प्रास्थानिक, उपवीणयत्,
चतुर्दशवर्षदेशीय, ललितिका, कल्पायितम्. 2. Give the force of
the suffixes in— आमिक्षीय, यायजूकः, गोष्ठीनम्, राजकम्,
पुत्रकः, अश्वतरः, आचार्यकम्. 3. Write short grammatical notes
on :—(a) कृष्णा केशेषु कृष्टा तव सदसि, (b) अहं पुनर्युध्माकं
प्रेक्षमाणानामेव कुमारवृषसेनं स्मर्तव्यशेषं करोमि, (c) यावदत्रथां
देवीं महाराजस्म निवेदयामि, (d) गाण्डीवधन्वा, (e) असूर्यप-

श्यामिः कुमुदिनीभिरिव दिवसमसुप्यत सुन्दरीभिः, (१) स्तम्बरेमः,
(२) हस्तवामः.

IX. 1. Explain the following forms, naming the root in each case:— दोधूयमान, सुषुप्ति, प्रस्याययितुम्, सन्धिसु, घातित, आह. 2. Conjugate in full the aorist of वह. 3. Give the third person singular, aorist, of the causal of भाष्, त्यज्, पा (to drink), and रच्. 4. Give the third person singular, present tense, desiderative of शी, इ with अधि (to study), and नश्. 5. Give the Gerund in ला of क्रम्, अङ्, and इष्.

X. 1. Define:— प्रस्तावना, प्रवेशकः, विश्फूम्भकः, आकाशभाषितम्. 2. Render into Sanskrit:— (a) लाएसिणो सलीलाव-अवप्पहुदं, दोहिणं ताणं, किसणवरणेहिं, सुदिवहुकिदप्पणेहिं, सत्तुणो, सीसट्टाणादो.

(b) वाणिअअ हत्थिदन्ता कुतो अम्हाण कग्धकित्ती अ।

जाव लुलिआलअमुहो घरम्मि परिसक्कए सोण्हा ॥

WEDNESDAY, 10TH DECEMBER, 2 TO 5 P.M.

SANSKRIT: TRANSLATION AND HISTORY OF SANSKRIT LITERATURE.

I. Translate into English:—

1. कामे भुजङ्गता । लोकद्याविरोधिभिस्तु चापलैः शैशव-
मशून्यमभूत् । अत्रानपलापोऽस्मि । अनेनैव च गृहीतविप्रती-
सारमिव मे हृदयम् । इदानीन्तु सुगत इव शान्तमनसि मनाद्विव
कर्त्तरि वर्णश्रीमव्यत्रस्थानां समवर्तिनीव च साक्षाद्विभृति देवे

ज्ञासति सतम्बुरुशिरशनामशेष्ठोपमालिनीं महीं क इवाविशङ्कः
सर्वव्यसनबन्धीरविनयस्य मनसाप्यभिनयं कृतप्रियतिः । आसतां
तावन्मानुष्यकोमेताः । त्वत्प्रमावादलयोऽपि मीता इव मधु पि-
बन्ति । रथाङ्गनामानोऽपि लज्जन्त इवाभ्यनुवृत्तिव्यसनैः प्रिया-
णाम् । कपयोऽपि चकिता इव चपलयन्ते । शरारवोऽपि सानु-
क्रीशा इव श्वापदगणाः प्रियतानि भुजते । सर्वथा कालेन मां
ज्ञास्यति सामी स्वयमेव । अनपाचीनचित्तवृत्तिप्राहिण्यो हि भ-
वन्ति प्रज्ञावतां प्रकृतयः ॥

2. (a) आत्मारामा विहितरतयो निर्विकल्पे समाधो
ज्ञानोत्सेकाद्विघटिततमीग्रन्थयः सत्त्वनिष्ठाः ।
यं वीक्षन्ते कमपि तमसां ज्योतिषां वा परस्तात्
तं मोहान्धः कथमयममुं वेत्ति देवं पुराणम् ॥

(b) महाप्रलयमारुतक्षुभितपुष्करावर्तक-
प्रचण्डघनगर्जितप्रतिरवानुकारी मुहुः ।
रवः श्रवणमैरवः स्थगितरोदसीकन्दरः
कुतोऽव्य समरोदधेरयमभूतपूर्वः पुरः ॥

(c) अरे दुज्जोहणप्यमुहा कुरुबलसेणापहुणो, अविणअ-
णोकण्ठार कण, तुम्हेहिं मह परोक्खं बहुहिं महारहेहिं प-
डिवारिअ एआइ मम पुत्तओ अहिमणु व्वावादिदो । अहं उण
तुम्हाणं पेक्खन्ताणं एव एदं कुमालविसेणं सुमर्दिव्वसेसं करो-

मि त्ति भणिअ सगवं आप्कालिदं णेण वज्जिग्नादघोसभीसण्-
जीआरवं गण्डीवं । सामिणा वि सजीफिदं कालपुडं ॥

१०. (a) परिच्छेऽतीतः सकलवचनानामविषयः

पुनर्जन्मन्यस्मिन्ननुभवपथं यो न गतवान् ।
विवेकप्रध्वंसादुपचितमहामीहगहनी
विकारः कोऽप्यन्तर्जडयति च तापं च कुरुते ॥

(b) वपुःप्रादुर्भावादनुमितमिदं जन्मनि पुरा
पुरारे न प्रायः क्वचिदपि भवन्तं प्रणतवान् ।

नमन् मुक्तः संप्रत्यहमतनुरग्रेऽप्यनतिमान्
इतीश क्षन्तव्यं तदिदमपराधद्वयमपि ॥

(c) हेत्वोरुक्तावनुकीनां त्रये साम्ये निवेदिते ।
शब्दार्थाभ्यामथाक्षिसे श्लिष्टे तद्वन्निरष्ट सः ॥

व्यतिरेकस्य हेतुः उपमेयगतमुत्कर्षनिमित्तम्, उपमानग-
तमपकर्षकारणम्, तयोर्द्वयोरुक्तिः, एकतरस्य द्वयोर्वा अनुकृति-
त्यनुकृतिवयम्, एतद्वेदचतुष्टयमुपमानोपमेयभावे शब्देन प्रतिपादिते ;
अर्थेन च क्रमेणोक्ताश्वलार एव भेदाः ; आक्षिसे चौपम्ये ताव-
न्त एव ; एवं द्वादश । एते श्लेषेऽपि भवन्तीति चतुर्विशतिर्भे-
दाः । क्रमेणोदाहरणम्,—

असिमात्रसहायस्य प्रभूतारिपराभवे ।

अन्यतुच्छजनस्येव न स्मयोऽस्य महाधृतेः ॥

अतैव, तुच्छेति महाधृतेरित्यनयोः पर्यायेण युगपद्मानु-
पादानेऽन्यत् भेदतयम् ; एवमन्येष्वपि द्रष्टव्यम् । अत इवशब्दस्य
सद्गावाच्छाब्दसोपम्यम् ॥

4. (a) रातिर्गमिष्यति भविष्यति च प्रभातं
भास्त्रानुदेष्यति हसिष्यति पङ्कजश्रीः ।
इथं विचिन्तयति कोशगते द्विरक्षे
हा हन्त हन्त नलिनीं गज उज्जहार ॥
- (b) सत्पूरुषः खलु हिताचरणैरमन्द-
मानन्दयत्यखिललोकमनुक्त एव ।
आराधितः कथय केने करेष्वदारै-
रिन्दुर्विकासयति कैरविणीकुलानि ॥
- (c) सुखं हि दुःखान्यनुभूय शीभते
घनान्धकारेष्विव दीपदर्शनम् ।
सुखात् यो याति नरो दर्दितां
धृतशरीरेण मृतस्स जीवति ॥

II. Translate into Sanskrit :—

1. To this day the Hindus hesitate to call their children by the name of Sītā; for if her gentleness, her virtue, her uncomplaining faith, and her unconquerable love for her lord were more than human, her sufferings and sorrows too were more than what usually fall to the lot of woman. There is not a Hindu woman in the length and breadth of India to whom the story of suffering Sītā is not known, and to whom her character is not a model and a pattern; and Rama too, is a model to men for his faithfulness, his obedience, and his piety. The Mahābhārata is a heroic Epic, and the Rāmāyaṇa is a didactic Epic; and these two grand poems have been for the millions of India a means of moral education,

the efficacy of which is not inferior to that of the Bible among the Christian nations. 2. The fourteen Vedic rites, the seven Grihya rites, and the nineteen domestic ceremonies were the forty sacraments of the ancient Hindus, and the object of these sacraments is sufficiently clear. The pious Hindu, wherever he lived, in the vast region from the Himalayas to Cape Comorin, performed the same rites, followed the same customs, and was required to display in his life the same living example of piety, purity, and disinterestedness. And indeed the venerable Gautama, after describing the sacraments, rises to the great conception that true virtue, and not the mere performance of sacraments, leads to heaven. 3. The doctrine of transmigration of souls, which was first taught in India, and which other ancient nations borrowed from the Hindus, is explained in many beautiful similes. The progress through different bodies is like the progress of the caterpillar

(तृणजल्लूका) moving from blade to blade, or like the changes in the gold which the goldsmith turns into newer and more beautiful forms. And when at last the soul is thus purified of all its imperfections, it finally casts off the body and mingles with God.

III. 1. When is the second period of Indian literature believed to have commenced, and why? On what grounds is the posterity of this period proved? 2. "The extant Purāṇas are only the productions of a later time, those of an earlier origin having perished." Briefly examine the correctness of this statement. 3. Discuss the date of Amarasimha. 4. What are generally known as the six artificial epics (Mahākāvyas)? When and by whom were they written? 5. Name the three dramas by (a) śrīharsha, (b) Bhavabhūti. 6. Mention the important works associated with the names of the following authors. State also the century in which each of these lived.

(a) Amarachandra. (b) Subandhu. (c) Vararuchi. (d) Varāhamihira. (e) Bilhana. (f) Bhojadeva.

WEDNESDAY, 10TH DECEMBER, 10 A.M. TO 1 P.M.

LATIN : TEXT-BOOKS AND GRAMMAR.

I. A clause introduced by the Relative Pronoun, either is descriptive of some person or thing, or expresses—(a) a purpose,—(b) a condition,—(c) a cause or reason,—(d) a result or consequence:—Frame short Latin sentences with a view to illustrate each statement.

II. Against each of the following verbal or adjectival forms taken from your texts, write the ones requested:—

Exscindere.—The perfect infinitive active and the future participle.

Oreus.—The 2nd person singular present and future indicative.

Egtrunt.—The 3rd person plural future perfect indicative and the supine active.

Refertam.—The 2nd person plural perfect indicative and the present infinitive active.

Venere.—The frequentative form corresponding to it.

Impingendus.—The future infinitive passive.

Metenda.—The perfect infinitive active and passive.

Acer, Dulcis.—The diminutive form of each.

Vetus, Antiquus.—Their opposites in meaning.

III. What is meant by the following phrases or sentences, as they are used in your texts? Explain the ones printed in italics.

- (a) *Tam modo, inquit Praenestinus.*
- (b) *Vota virtusque in aperto.*
- (c) *Os perfricare; os alicui sublinere.*
- (d) *Nostri superstites sumus.*
- (e) *Is probus est quem poenitet quam probus sit.*
- (f) *Contra sensus ab sensibus ipse repugnat.*
- (g) *Ebullire virtutes et sapientias.*
- (h) *Ferentarius amicus.*

IV. 1. Translate and explain by referring to the context :—

- (a) *Terga occasione patefecit.*
- (b) *Delictis hostium novus.*
- (c) *Tuas res tibi habeto.*
- (d) *Hic mihi adferunt mediocritates.*
- (e) *In gloriam praeceps agebatur.*
- (f) *Cetera non credit quae nilo clara minus sunt.*

2. Bring out the latent allusions :—

- (a) *Interventus civilium armorum praebuit justam segnitiae excusationem.*
- (b) *Secretum et silentium ejus non timeres.*
- (c) *Nihil per libertos servosque publicae rei.*
- (d) *Erat in tumore animus, et omnis in eo tentabatur curatio.*

3. Translate :—

- (a) *Ipsa dissimulatione famae famam auxit, aestimantibus quanta futuri spe tam magna tacuisse.*
- (b) *Habes formam Epicuri vitae beatae verbis Zenonis expressam, nihil ut possit negari.*

V. 1. (i.) Translate; (ii.) Explain the construction of the words printed in italics; (iii.) Remark on the sequence of tenses in (c).

- (a) *Agricola, quanquam transacta aestas, sparsi per provinciam numeri, presumpta apud militem illius anni quies, tarda et contraria bellum inchoaturo, et plerisque custodiri suspecta potius videbatur, ire obviam discrimini statuit.*

(b) *Quanquam illic est dulce, esse et bibere, amor amarit tamen satis quod sit aegre.*

- (c) *Quod, nisi inania sint qua corpora quaque valerent Transire, haud ulla fieri ratione videres.*

2. Account for the use of the subjunctive :—

(a) Hic postulet frugi esse, nugas postulet.

(b) Proprium humani ingenii est odisse quem laeseris.

VI. Express in the form of *oratio obliqua*, supplying the verb when it is left out, and beginning by *Ait Tacitus* :—

"Tu felix, Agricola, non vitae tantum claritate, sed etiam opportunitate mortis . . . Sed mihi filiaeque tuae, praeter acerbitudinem parentis abrepti, auget maestitiam quod assidere valetudini . . . non nobis contigit. Excepissemus certe mandata vocesque quas penitus animo figeremus. Noster hic dolor, nostrum vulnus. Nobis tam longae absentiae conditione ante quadriennium amissus es."

VII. 1. Substitute (i.) classical forms for :—capiret, surpuerit, tis, texier, confit, suemus, haec (sunt aedes), occultassis, (ii.) a classical construction for :—Aut motu privandum est corpora quaeque, aut . . .

2. In what sense does Lucretius use the words *dedicare*, *fungi*?

3. Trace the meaning of the following words to their etymology :—Deliberare, identidem, illico, contagio, hiuleus, auxilium.

4. Distinguish :—nitens, nitens; invidia, invidentia; latē, lātē; aegritudo, aegrotatio.

VIII. Turn into Latin :—One ought to look a long time into oneself before thinking of condemning others. I have come to tell you of something that is of the utmost importance to you and yours since it touches your honour. I fear the general will not be at all satisfied with your way of obeying his orders.

IX. Contrast, in a short summary, Cicero's opinion about (1) the causes of Grief, (2) its remedies, with the opinion (a) of the Stoics, (b) of the Peripatetics, (c) of the Cyrenians.

WEDNESDAY, 10TH DECEMBER, 2 TO 5 P.M.

LATIN : TRANSLATION.

I. Translate into English :—

(1) CA. Quid tibi ego dicam, qui illius sapientiam

Et meam fidelitatem et celata omnia

Pacne ille ignavos funditus pessum dedit?

ME. Quidum? CA. Quia, ruri dum ego sum unos sex dies,

Me absente atque insciente, inconsultu meo,
Aedis venalis hasce inscritbit litteris.

ME. Lupus observavit, dum dormitaret canes:

Adesurivit et inhiavit acrius:

Gregem universum voluit totum avortere.

CA. Fecisset edepol, ni haec præsensisset canes.

(2) CH. Abin hinc ab oculis? SYC. Enim vero sero
quoniam huc advenis

Vapulabis meo arbitratu et novorum caedilium.

CH. At etiam maledicis? SYC. Immo salvos quando
equidem advenis,
Di me perdant si te flocci facio an periisses prius.
Ego ob hanc operam argentum accepi: te macto infor-
tunio.

Ceterum qui sis, qui non sis, floccum non interduim.
Ibo, ad illum renuntiabo, qui mihi tris nummos dedit,
Ut sciat se perdidisse. Ego abeo. Male vive et vale.

- (3) Praeterea nil est quod possis dicere ab omni
Corpore sejunctum secretumque esse ab inani,
Quod quasi tertia sit numero natura rorporta.
Nam quodcumque erit, esse aliquid debebit id ipsum;
Cui si tactus erit, quamvis levis exiguumque,
Augmine vel grandi vel parvo denique, dum sit,
Corporis augebit numerum summamque sequetur.
Sin intatile erit, nulla de parte quod ullam
Rem prohibere queat per se transire meantem,
Scilicet hoc id erit, vacuum quod inane vocamus.
- (4) Nam cur tam variae res possint esse requiro,
Ex uno si sunt igni puroque creatae;
Nil prodesset enim calidum denserier ignem
Nec rarefieri, si partes ignis eandem
Naturam quam totus habet super ignis haberent.
Acrior ardor enim conductis partibus esset,
Languidior porro disjectis disque supatis.

(5) Dierum spatia ultra nostri orbis mensuram; nox clara
et extrema Britanniae parte brevis, ut finem atque initium lucis
exiguo discriminem internoscas. Quod si nubes non officiant, aspici
per noctem solis fulgorem, nec occidero et exsurgero, sed transire
affirmant. Scilicet extrema et plana terrarum humili umbra non
erigunt tenebras, infraque coelum et sidera nox cadit.

(6) Postquam silvis appropinquaverunt, collecti, primos
sequentium, incautos et locorum ignaros, circumveniebant. Quod
ni frequens ubique Agricola validas et expeditas cohortes indaginis
modo, et, sicubi artiora erant, partem equitum dimissis equis,
simul rariores silvas equitem persultare jussisset, acceptum aliquod
vulnus per nimiam fiduciam foret.

(7) *Frugalitati* contrarium vitium *nequitia* dicitur. *Fruga-*
litas, ut opinor, a *fruge*: qua nihil melius e terra. *Nequitia* ab eo
(etsi hoc erit fortasse durius: sed tentemus: lusisse putemur, si
nil sit) ab eo, quod *nequidquam* est in tali homine: ex quo idem
nihil dicitur. Qui sit frugi igitur, vel, si mavis, moderatus et
temperans, eum necesse est esse constantem; qui autem constans,
quietum; qui quietus, perturbatione omni vacuum: ergo etiam
segritudine. Et sunt illa sapientis: aberit igitur a sapiente
segritudo.

(8) Dicet aliquis: Quid ergo? Tu Epicurum existimas ista
voluisse, aut libidinosas ejus fuisse sententias? Ego vero minime.
Video enim ab eo dici multa severe, multa praeclara. Itaque, ut
saepe dixi, de *aquamine* agitur, ejus, non de moribus; quamvis

spernat voluptates quas modo laudavit ; ego tamen meininero, quod videatur ei summum bonum. Non enim verbo solum posuit voluptatem, sed explanavit, quid diceret. "Saporem," inquit, "et corporum complexum, et ludos atque cantus, et formas eas, quibus oculi jucunde moveantur."

(Not from the Text-books).

(9) A. Non mihi videtur ad beate vivendum satis posse virtutem. M. At hercule Bruto meo videtur : cuius ego judicium, pace tua dixerim, longe antepono tuo. A. Non dubito. Nec id nunc agitur, tu illum quantum ames : sed hoc, quod mihi dixi videri, quale sit : de eo a te disputari volo. M. Nempe negas ad beate vivendum satis posse virtutem ? A. Prorsus nego. M. Quid ? ad recte, honeste, laudabiliter, postremo ad bene vivendum satisne est praesidii in virtute ? A. Certe satis. M. Potes igitur, aut qui male vivat, non eum miserum dicere, aut, quem bene fateare, eum negare beate vivere ?

II. Translate into Latin :—

Scipio was then only twenty-four years of age : but, young as he was, he was already known to fame by his conduct on three critical occasions. As a mere youth of seventeen he had saved, or it was believed that he had saved, his father's life at the battle of Ticinus at the risk of his own ; after Cannae it was his resolute bearing which had shamed or frightened the recreant nobles of Rome from deserting the fast sinking ship of the state ; at the age of twenty-three he had been candidate for the Curule Aedileship, and when the magistrate objected that he was not yet of legal age, he replied that if all the Quirites wished to make him aedile he was old enough.

WEDNESDAY, 10TH DECEMBER, 10 A.M. TO 1 P.M.

ARABIC : TEXT-BOOKS AND GRAMMAR.

I. 1. Give examples of the following اَوَاب :—

* ابْتَدا - مِبَالَه - مَطَاوِعَت - تَكْلُف - اشْتِرَاك - تَفْعِيل *
explaining the meaning and application of each. 2. Explain with examples the specific meaning attached to the forms فَعَال - فَعِيل - فَعَلَان - فَعَلَانَ .

3. Explain fully the forms

* صَلَم - مَسَلَم - كِتَاب - إِحْدَاد - تَكْمِيل

II. 1. Explain fully the construction of the following:—

دولكَ الْلَّبَنِ - مُشَتَّانَ الْمَامُونِ مِنَ الطَّعَانِ - عَجَبَتْ مِنْ
صَرَبَ الْلَّصَ الْجَلَدَ - مَا احْسَنَ وَجْهَ زَيْدٍ - زَيْدٌ حَسَنٌ وَجْهَهُ *

2. Explain the two ضمير متصل ذُكْرُ الَّذِي in and لَمْتَنِي فِيهِ and translate the sentence. 3. Write out the sentences in 1 and 2 with their proper diacritical signs (اعراب) and explain the construction of each quoting the rule.

III. 1. What is the difference between فَصَاحَةٌ and بِلَاغَةٌ ? How is فَصَاحَتْ to be attained in (a) words and (b) in sentences ?
2. Analyse the استعارة in the following:—

أَشَدَّ يَدِيكَ يَهْبِلُ اللَّهَ مُعْتَصِمًا (a)
فَإِنَّ الرَّكْنَ إِنْ خَانَكَ أَرْكَانَ
قَدْ صَبَغَتْ خَدَّهَا الدَّمَاءُ كَمَا (b)
يَصْبِغُ خَدَّ الْهَرِيدَةِ الْخَجَلُ
تَبَسَّمَ بِقَدْوَمِهِ ثَغَرَ الْبَلَادِ وَتَهَلَّلَ بِوْفَوْدَةِ (c)
أَطْرَافِ الْأَمْصَارِ وَقُلُوبِ الْعِبَادِ *

3. Name and explain the مجاز in جلت ايادي عدي in كناية

IV. 1. Define and give examples of

2. Define خُلُوٌ - امْهَابٌ - هُجُمٌ giving examples.

3. Define and explain with examples the figures called :

التفاسِ - تِلمِيحٌ - اقتِبَاسٌ - ارْسَالِ المِثَلِ - طَبَاقٌ or

* مطابقة

V. What are the materials necessary for the writing of history ? What should be the qualifications of a historian ? How is the Philosophy of History defined in your text ?

VII. Distinguish between دريف and قافية

Name and describe the five kinds of قافية

VIII. Write out the following with appropriate احرب and translate :—

كان ثابت قطبة قد ولـي عملـ من اعـمال خـرامـان -
فـلـمـأـ صـدـ المـنـبـرـ يـوـمـ الجـمـعـةـ رـاـمـ الـكـلـامـ فـتـعـذـرـ حـلـيـهـ وـحـصـرـ
فـقـالـ : مـسـيـجـعـلـ اللـهـ بـعـدـ عـسـرـ يـسـرـاـ وـبـعـدـ حـيـيـ بـيـاتـاـ وـالـتـمـ
إـلـيـ اـمـيرـ فـعـالـ اـحـوـجـ مـنـكـمـ إـلـيـ اـمـيرـ قـوـالـ *
وـالـاـ اـكـنـ فـيـكـمـ خـطـيـبـاـ فـانـيـ

بسـيفـيـ اـذـاـ جـدـ الـوـخـيـ لـخـطـيـبـ

فـبـلـغـتـ كـلـمـاتـهـ خـالـدـ بـنـ صـفـوانـ فـقـالـ وـالـلـهـ مـاـ عـدـ
ذـلـكـ الـنـبـرـ اـخـطـبـ مـنـهـ *

VIII. Explain :—

ضـئـيلـةـ الـجـسـمـ لـهـ * فـعـلـ مـتـيـنـ السـبـبـ
حـافـرـهـ فـيـ رـامـهـ * وـعـيـدـهـ فـيـ الذـلـبـ
أـقـلـبـ طـرـفـيـ لـاـ إـرـيـ خـيـرـ صـاحـبـ
يـمـيـلـ مـعـ النـعـاءـ حـيـفـ تـمـيـلـ *

أـلـمـيـ عـلـىـ الزـمـانـ مـحـالـاـ

انـ تـرـيـ مـقـلـتـايـ طـلـعـةـ حـرـ *

اقـرـدـ بـذـلـبـقـ لـمـ أـطـلـبـ تـجـاـوـزـ نـاـ

عـهـ فـانـ جـمـودـ الذـلـبـ ذـلـبـانـ *

مـتـبـدـيـ لـكـ إـلـاـ بـامـ مـاـكـبـتـ جـاهـلـاـ

وـ يـائـيـكـ بـالـخـبـارـ مـنـ لـمـ تـزـوـدـ *

اذا اعْجَبْتَكَ خِصَالٌ امْرَأَيْ
 فَكُنْهُ يَكُنْ مِنْكَ مَا يُعْجِبُكَ *
 فَلَيْسَ عَلَيِ الْمَجِدِ وَالسُّكْرِ مَا يَتِ
 حِجَابٌ اذا جِئْتَهُ يُعْجِبُكَ *

IX. Scan the following lines and name the بَعْرَ in each case:—

1. لا خَيْرٌ فِي مَنْ كَفَ عَنَ شَرَةً
2. لَمْ كَانَ لَا يُرِجِي لِيَوْمَ الْحَاجَةَ *
3. هَذِهِ جَنَاحٌ فِي آخَارِيْكُمْ
4. وَشَاقَتْنَا مَعَالِيْكُمْ *
5. سُبْحَانَ مَنْ لَا شَيْءٌ يَعْدُ لَهُ
6. كَمْ مِنْ خَنَبِيْ عَيْشَهُ كَدِيرُ *
7. تَلَقَ أَلا مُورَّدٌ بَصَبِيرٌ جَمِيلٌ
8. وَصَدِيرٌ رَحِيبٌ وَخَلِ الْعَرْجِ *
9. عَلَى لَاجِئِينَ مِنْ فِرَاقِ احْبَتِي
10. وَتَحْسَنْ نَفْسِي بِالْعِيَامِ فَاضْجَعْ *

X. Translate the following proverbial sayings:—

ضَرَبَ الصَّبِيبُ أَوْجَعَ - ظَمَاءُ الْمَالِ أَشَدُّ مِنْ ظَلَمَا الْمَاءِ
 خَدَرَكَ مِنْ دَلَكَ عَلَيِ الْأَمَاءَةِ - كَفَى بِالشَّيْبِ دَاءَ -
 شَيْبِكَ لَا عِيَافَ - تَغَافَلْ عَنِ الْبَكْرُوَهُ تُوقَرْ - أَحْسَنَ الْحَلِ

الْمُسِيَّهُ تَسْدٌ - بَطْنُ الْمَرْءَهُ عَنْوَهُ - رَبُّ مَكْوِيٍّ أَلْعَنَهُ
كَلْمٌ - عَاشَرُ أَهْلَ الْفَضَائِلِ تَبَيْلُ *

WEDNESDAY, 10TH DECEMBER, 2 TO 5 P.M.
ARABIC: TRANSLATION.

I. Translate into English as literally as possible:—

إِنَّا مَثَلُ الدَّلِيلِ كَمَثَلَ الْحَيَاةِ لَيْئَنْ لَتَسْهَا 1.

وَيُقْتَلُ مَسْهَا - فَأَعْرِضِ عنْهَا وَعَنَّا يُعْجِبُكَ مِنْهَا لِقَلْلَهِ مَا
يَصْبِكُ مِنْهَا - وَدَعْ عَنْكَ هَمُّهَا لَنَا لِيُقْتَلَ مِنْ
فِرَاقِهَا - وَكُنْ أَمْرَ مَا تَكُونُ فِيهَا أَحَدَرَ مَا تَكُونَ مِنْهَا - فَانْ
صَاحِبَهَا كَلْمًا إِطْمَانًا فِيهَا إِلَيْهَا مُرْوِدٌ أَشَفَصَ مِنْهَا إِلَيْهَا
مَكْرُوهٌ * 2.

حَلْوَهُ دُلِيَاكَ مَسْدُومَهُ * فِيمَا تَأْكُلُ الشَّهَدَ إِلَّا بَسْمَ
فُكَنْ مُؤْمِنًا أَشِيفَهُ أَوْ مُعْسِرًا * فِيمَا تَقْطَعُ الدَّهَرُ إِلَّا بِهِمْ
إِذَا تَمَّ امْرٌ بَدَا لَكَهُ * تَوْقَعُ ذَوَالًا إِذَا قَبَلَ تَمَّ
لَا تَنَالُمُ إِذَا أَعْرَضْتَ عَنْكَ الدَّلِيلَا - وَلَوْ 3.

عَرَضْتَ لَكَ لِتَغْلِيْلَكَ عَنْ كَسْبِ الْفَضَائِلِ - وَقَلِيْما
يَتَعَلَّقُ فِي الْعِلْمِ ذُو الْثَرَوَهُ إِلَّا أَنْ يَكُونَ شَرِيفُ الْهَمَهُ
جَدِيدًا - وَأَنْ يُشَرِّيَ بَعْدَ تَحْصِيلِ الْعِلْمِ - وَإِلَيْهِ لَا أَقُولُ لَمَّا
الدَّلِيلَا تُعْرِضُ عَنْ طَالِبِ الْعِلْمِ بِلْ هُوَ الَّذِي يُعْرِضُ عَنْهَا
لَمَّا هِمَتَهُ مَصْرِفَهُ إِلَيْهِ الْعِلْمُ فَلَا يَبْقِيُ لَهُ إِلَّا ثَنَاثَتُ الْجَلِيْلِ

الدنيا - و الدلّيا اثنا تَعْصُل بِعِرْضٍ و فَكِيرٍ في وجوهها -
فإذا خَفَلَ عن اسْبَابِهَا لم تَأْتِهِ - وَإِيضاً فَانْ طالبُ الْعِلْمِ
تَشَرَّفُ لِنَفْسِهِ عن الصنائع الرَّذِلَةِ و المَكَامِسِ الدَّلِيلِ -
وَعَنْ أَصْنَافِ التَّهَارِاسِ - وَعَنِ التَّدْلِيلِ لِأَرْبَابِ الدَّلِيلِ وَ
الوقوف على آبائهم *

من جَدَّ في طلب العلوم أَفادَةً - شَرَفَ العِلْمَ دَنَائِةً
التحصيل

وَجَمِيعُ طُرُقِ مَكَامِسِ الدَّلِيلِ تَعْتَاجُ إِلَيْ فَرَاغٍ لَهَا
وَحِذْقٍ فِيهَا و صَرْفِ الزَّمَانِ إِلَيْهَا - وَالْمُشْتَغَلُ بِالْعِلْمِ لَا
يُسْعِدُ شَيْئاً مِنْ ذَلِكَ - وَلَأَنَّمَا يَنْتَظِرُ إِنْ تَأْتِيهِ الدَّلِيلُ بِالْمَسِبِ -
وَتَطْلُبُهُ مِنْ خَيْرِ أَنْ يَطْلُبُهَا طَلَبَ مُثْلِهَا وَهَذَا ظُلْمٌ مِنْهُ
وَعْدَوَانٌ - وَلَكِنْ إِذَا تَمْكَنَ الرَّجُلُ فِي الْعِلْمِ وَشَهَرَتْهُ بِخَطْبَ
مِنْ كُلِّ جَهَةٍ وَعَرَضَتْ عَلَيْهِ الْمَنَاصِبُ وَجَاءَتْهُ الدَّلِيلِ
صَاغِرَةً فَاخْدَمَ مَا اهَدَتْهُ وَمَاءَ وَجِهِهِ مُوفَّرٌ وَعِرْضُهُ وَدِينِهِ
مَصْوَنٌ *

وَاعْلَمَ أَنَّ لِلْعِلْمِ عَبَقَةً وَعَرْفًا يَنْادِي عَلَيْ صَاحِبِهِ
وَنُورًا وَضِيَاءً يَنْهِرِقُ عَلَيْهِ وَيَدْلِلُ عَلَيْهِ - كَتَأْجِرِ مَسَكِ لَا
يَنْفَلُ مَكَانَهُ وَلَا تَجْهَلُ بِضَاعَتَهُ وَكَمْ يَسْهِي بِمَشْغَلٍ فِي لَيْلٍ
مَدْلِهِمْ - وَالْعَالَمُ مَعَ هَذَا مَصْبُوبٌ أَيْنَ مَاكَانٌ وَكِيفَ

ما كان لا يجد الا من يميل اليه و يوثق قربه و يائس به و
يُرْتَاح بِمَدَا نَالَهُ *

و اعلم ان العلم تغور ثم تفور - تغور في زمان و
تفور في زمان - بعزلة العباد او عيون المياه - و تنتقل
من قوم الى قوم و من موضع الى موضع *

II. Translate into English :—

الدَّبُّ حَيَوانٌ جَسِيمٌ يُحِبُّ الْعَزْلَةَ فَإِذَا جَاءَ الشَّتَاءَ
يُدْخِلُ وِجَارَةَ الدَّبِّ إِنْهَدَةً فِي الْعِيرَانِ وَلَا يَخْرُجُ حَتَّى
يُطِيبَ الْهَوَاءُ - إِذَا جَاءَ يَمْسَى يَدِيهِ وَرِجْلِيهِ فَيَدْفَعُ بِذَلِكَ
جُوَاهَهُ وَيَخْرُجُ مِنْ وِجَارَةِ الدَّبِّ فِي الرَّبِيعِ أَسْمَى مَا كَانَ -
وَيَخَاصِمُهُ الْبَقَرُ فَإِذَا نَطَحَهُ الْبَقَرُ لِامْتَلَقِي وَيَاخْدُ بِيَدِيهِ
قَرَنِيَهُ وَيَعْضُهُ حَضَّا شَدِيدًا يَقْهَرُهُ *

III. Translate into Arabic :—

1. The language which in my proposition I have specified by the name of Hindustani, is also frequently denominated Hindi, Urdu, and Rekhta. It is compounded of the Arabic, Persian and Sanskrit or Bhakha, which last appears to have been in former ages the current language of India.

Owing in some measure to the intercourse of the merchants of Arabia with this country, but more particularly to the frequent invasions of the Mosulmans, and their ultimate settlement in it, a considerable number of Arabic and Persian words became engraffed in the original language of the natives, and out of this mixture arose a new language, the Hindustani, like a modern superstructure on an ancient foundation.

2. Books are not only our best treasures, they are also our best friends. Other friends often intrude upon us with their unwelcome presence, or we are not able to avail ourselves of their help, even when we stand in utmost need of it. Sometimes they show no appreciation of the fitness of things, they smile when we weep, and

they are gloomy when we are in a merry humour. And some of them are untrustworthy, being actuated by selfish and dishonest motives. But books well chosen are quite free from these drawbacks. They teach us our duties and responsibilities; they point out to us the easiest and readiest methods of performing our duties; they even impel and gently persuade us to do what is essential for our temporal and spiritual benefit. They put us into communication with the wisest and noblest spirits of the past.

WEDNESDAY, 10TH DECEMBER, 10 A.M. TO 1 P.M.
PERSIAN : TEXT-BOOKS AND GRAMMAR.

I. Write an explanatory paraphrase of the following:—

هود گرد مومنان خطی کشید
 لرم می شد پاد کانجا می رمید *
 هر که بیرون بود ذان خط جمله را
 پاره پاره می شکست الدر هوا *
 همچنین شیبان راعی می کشید
 گرد بر گرد رم خطی پدید *
 چون بجمع میشند او وقت نماز
 تا نیارد گرگ آنچا ترکتار *
 هیچ گرگی در لرفتی الدران
 گومپندی هم نگشته ذان نشان *
 پاد حرص گرگ و حرص گومپند
 دائره مرد خدا را بود بند *
 همچنین پاد اجل با عارفان
 لرم و خوش همچون نسیم بومستان *
 آتش ابراهیم را دلدان نزد
 چون گز پده حق بود چولش و گزد *

آتش شهود نسوزد اهل دین
 باخیان را برده تا قعر زمین *
 موج دریا چون بامر حق بناخت
 اهل موسمی را ذ قبطی واشناخت *
 خاک - قارون را چو فرمان در رمید
 باز رو تختش بقعر خود کشید *
 آب و گل چون از دم عیسیٰ چرید
 بال و پر بکشاد و مرخی شد پدید *
 از دهانت چون بر آید حمد حق
 مرغ جنت سازده رب الفلق *
 هست تسبیحت بجای آب و گل
 مرغ جنت شد زنخ صدق دل *
 کوه طور از نور موسمی شد برقص
 صوفی کامل شد و رست او ز لقص *
 چ عجیب گر کوه صوفی شد عزیز
 جسم موسمی از کلوخی بود نیز *

Remark on the various uses of **ش - ی - چون** in the above, scan and analyse the first couplet, and point out any two figures of speech.

II. Render the following passage into English and state what the underlying motive of the argument is:—

هوش بامن دار این عالم عنصری از مشیت
 الهی از افراد انسانی یه و بتقدیر ایزدی از دومست و
 دشمن مملو و در هر کوچه و منزل کوران خود خواه ک

جز صلح خود و فساد دیگری در الایشة تباہ مهان نکزد
بسیار- اما من آدمی از حناصر متضاده اتمام یافته- و اقسام
اختلالات و الواقع تباہ در نهاد هر کس مضموم پس
خردمند دور بین شناخت که ایزد جهان آفرین که مسلسله
بنی نوع انسانی را انتظام بخشیده عالم آرای صورتست
در هر زمالي بعثامیات معنوی و مرابطات قوی یکی
از افراد انسانی را که بظاهر ازین گروه نماید و بباطن
پروردش یافته اظفار قدسیه ایزدی بوده بنده یگانه الهی
بامشد بر مسند فرمانروائی جای داده او را بزرگ گرداند
و او را قهرمان آن گروه می‌زاد - تا آن بر گزینده خدا بر
مری بر ملطیت نشسته بمقتضای خرد والا که جز بر اصلاح
حال میان نظرش نیفتند و نیت حق طوبیت او خرض آلوده
نمایند انتظام عالم نماید - و طبقات ائم را با اقسام تباہ
و تھالف در وحدت قهری در آورده هنگامه قهر و لطف
را گرم می‌زاد *

III. 1. Explain with reference to the contexts :—

(۱) گفت هیچ از نحو خواندی گفت لا
گفت نیم عمر تو شد بر فنا *

(٢) تیغ حلم از تیغ آهن تیز تر
بل ذ صد لشکر ظفر الگیز تر *

(۳) هر چه بینی مسوی اصل خود رود
جز مسوی کل خود راجع همود *

- (۴) آب حلم و آتش خشم ای پسر
هم ذ حق بینی چو بکشائی نظر *
- (۵) اسباب دوستی در چهار چیز داشته اند *
- (۶) ذکر جمیل اینسان در محقق مقدم شاهنشاهی
- * میرود *
2. Criticise Abul Fazl's style supporting your comments by quotations from the text. 3. Give the gist of the letter to Khizr Khán in which this sentence occurs :
- جمعی که از نامک برخاسته آمدہ آند باز بهمان حدرد
روان مازد *

IV. 1. Sketch the career of Maulána Jalál-ud-din Rumi with special reference to the events which inspired his poetic imagination, the fraternity he founded and his status as a pantheistic writer.

2. Write a note on the Masnavi and mention the means used by the author in your text to impart his ethical and moral precepts.

V. 1. Show by referring to the Noun, Pronoun, the Verb, the Cases, and Gender that the tendency of Modern Persian has been to greatly reduce the number of grammatical forms. Is this compensated for in any other way? 2. What form of Verb predominates in Persian?

VI. 1. Mention : (a) The Tenses derived from the Infinitive. (b) Some Persian Nouns which take the plural of Arabic feminines. (c) The various kinds of composition in Persian. 2. Write the Imperative of the following :—

پژمردن - گساردن - آلودن - باییدن - بیختن

جستن - گسیختن *

VII. 1. Write short notes on : The Possessive ; the different kinds of sentences in Persian ; the functions of the Preposition. 2. Explain and illustrate these idioms :—

دم زدن - دامن در چیدن - دود از آتش نپذیدن -
دمست خانیدن - ذهرا داشتن - ستاره شمردن - کام در
کام نهنج امس - رخست کشیدن - قافیه تنگ مشدن *

VIII. 1. Name the seven metres peculiar to the Masnavi. 2. What constitutes poetic licence in Persian? 3. Write the literal and the technical meanings of قافیه و ردیف

WEDNESDAY, 10TH DECEMBER, 2 TO 5 P.M.
PERSIAN : TRANSLATION.

I. Translate into Persian :—

1. The Musalmans brought with them the avarice of conquerors and a stringent system of revenue collection. Under the Mughal Empire as organized by Akbar the Great, the share of the State was fixed at one-third of the gross produce of the soil ; and an army of tax-gatherers intervened between the cultivator and the Supreme Government. The vocabulary of our own land system is borrowed from the Mughal administration. The zamindar himself is a creation of the Muhammadans, unknown to the early Hindu system. He was originally a mere tax-collector, or farmer of the land revenue who agreed to pay a lump sum from the tract of country assigned to him. But the Hindu chief or local magistrate was often accepted by the Mughals as the zamindar, or revenue contractor, for the lands under his control. In this way the Indian zamindars, as a body, are of mixed origin, and represent in some cases, not merely an official status, but hereditary rights. If the Hindu village system may be praised for its justice, the Mughal farming system had at least the merit of efficiency.

2. Give thy thoughts no tongue,

Nor any unproportioned thought his act.
Be thou familiar but by no means vulgar.
The friends thou hast and their adoption tried,
Grapple them to thy soul with hoops of steel,
But do not dub thy palm with entertainment
Of each new-hatched, unpledged comrade.

Beware

Of entrance to a quarrel, but being in,
Bear't that the opposed may beware of thee.

II. Translate into English :—

1. بـرخورـدـار آمـتـاذـه مـعـرـفـت رـجـائـي كـشـادـه پـيـشـانـي
 توـالـدـ بـودـ كـ بـفـراـخي لـهـاطـ خـمـكـسـارـي كـولـينـ پـيـشـ نـهـادـ
 هـمـتـ اوـ باـمـدـ - يـاـ خـوـقـيـ گـرـه بـراـبـرـ وـكـ اـكـرـ مـرـوـرـ هـمـ
 جـهـالـيـانـ نـصـيـبـهـ اوـشـوـدـ اوـ باـشـادـمـالـيـ آـشـنـا روـ نـباـمـدـ -
 وـ بـزـرـگـ اـيـنـ درـگـاهـ كـ پـيـشـوـائـي لـهـاتـئـينـ رـاـ اـذـ اـمـيـابـ وـالـاـ
 اـمـتـ آـنـ بـماـيـهـ درـيـافتـيـ توـالـدـ بـودـ كـ اـذـ خـوفـ وـ رـجاـ وـ
 قـبـضـ وـ بـسـطـ فـرـالـرـكـ هـشـهـ خـمـ وـ هـشـادـيـ دـهـ پـيـرـاـمـونـ خـاطـرـ

مقدمس او راه نباشد - میجه و امستم که فراتر ازین مقامی
 چند رسیده خود چون گویم در یافته خود را وقیزده
 کلک چواهر ملک نایم - لیکن چکنم که دالش جهان
 ساز فطرت موز من رخصت آن نمیلهد - بخاطر مشور یده
 میرسد که این تیز اول مصحابان بزم حشرت جهان
 آفرین را مایه ایست بلند پایه - وان کوهکن دوم ملذمان
 بارگاه سلطنت را پرتویست ساز وار - و آن دور بین
 مومین مهرمان خلوت خانه شهود را نموده ایست پسندیده -
 ابوالفصل بن مبارک را که نه خورمند از هستی موهووم و
 نه ملول از نیستی اختباری امست مالیخولیای ذاتی یا
 مشوره بهاری باز بیتابان به گلگشت مخفی گزینی آورد
 و گاه ببهائه خذای خویش قدمیات کلام رامی نویسد -
 و گاه بخيال مهمای فطرت ذله بودار امست - و گاه برای
 دفع هش تماچیان طبیعت که اخوان معاشرت الد در
 تسوید او راق کوششی دارد - الهی چشمی و سرمه که
 خجلت زده و بال امست تا از وحشت آباد گفتگوی بر
 لزهتگاه خموشی رسیده نظارگی باشد *

2. گفت هر رازی نشاید باز گفت

چفت طاق آید که - که طاق چفت *

از صفا گردم زلی با آئینه

تیره گردد زود باها آئینه *

در میان این مه کم چنبان لبست

از نهاب و از ذهب و زمله بست *

کین مه را خصم امسه بسیار و عدو
 در کمینست ایستد چون دالد او *
 ور بکوئی نایکی گو الوداع
 کل میر جاوزَ الائین هماع *
 مشورت دارید و میر پوشیده خوب
 در کنایت با خلط افگن مشهود *
 مشورت کردی بیم بر بسته میر
 گفته ایشانش جواب بیهبر *
 در مثال بسته گفتی رای را
 تا لداند خصم میر از پای را *
 آله حق آموخت مر ذبور را
 آن نباشد شیر را و گور را *
 خالها سازد بر از حلوای نر
 حق برو آن علم را بکشاد در *
 آله حق آموخت کرم پیله را
 هیچ پیله دالد آن گون حیله را *
 آدم خاکی ذحق آموخت علم
 تا به قشم آسمان افروخت حلم *
 نام و ناموس ملک را در شکست
 کوری آنکس که با حق در شکست *
 چون از الشظام امور شیروان و تنبیه لکزیه
 داخستان فرام حاصل شد در بست و چهارم جمادی

الاولي اعلام ظفر فرجام بتصویب قلعه گنجه بر چم کشور
کشانی کشوده - با مو والا در محاذاة ارمن جسر متین
ترنیب پافتم - کوکبه حز و تمکین با افواج ظفر قربان
حبور و روز چهار شنبه ششم جمادی اخیری از سمت
کلیسا کعدی گنجه قباب بارگاه حز و جاه بدروده مهر و
ماه افراشته شد - علی پاشا که دران آوان از دولت
خشانی با بالت گنجه منصوب و با فتحکرای سلطان تا تار
و جمعی از رومیه و تا تاری به محافظت مامور بود شهر را
خالی نموده بنارا بر تحصن و قلعه داری گداشت - خدبو
مسکندر مقام کمیت مسپهر توان مجره لگام را بجانب قلعه
سبکفرام ساخته مکان سیبه و اطراف قلعه را بدیده دید
دیده روز دیگر از جانب جنوب از میان میدان شهر که
تا پای حصار تھمینا صد و بیست گز فاصله بود طرح
سیبه بندی ریخته جزاں چیان خون آشام را دسته بدسته
بر سر سیبه تعین و از طرف دیگر مورچلها معین و مقرر
گشته هر فوج بستی و هر سه گروه بمکانی اختصاص
پافت *

WEDNESDAY, 10TH DECEMBER, 10 A.M. TO 1 P.M.
HINDUSTANI: TEXT-BOOKS AND GRAMMAR.

Translate into English:—

I. کہتی ماهی بیان کے دیواران قضا
دائع دیتے ہیں اوسے جسکو درم دیتے ہیں *
ام شعر کی ہوئی طور سے شرح کرو۔ اور اسکے
محامن بیان کرو *

آئین داع جسکو اکبر نے جاری کیا وہ کیا آئین تھا
اور اوس میں خرض کیا تھی اور اوسکے عمل درآمد کا
کیا طریقہ تھا *

II. اکبر کے عہد میں پیشتر تعمیل مالگداری کا کیا
طریقہ تھا اور اکبر نے اوسمیں کیا اصلاح کی *

III. اکبر نے رحایاں ملک کے مانہ کس قسم کا برٹاؤ
اختیار کیا تھا اور اوس میں کیا مقصود تھا کسیقدر بسط
کے مانہ بیان کرو - اکبر کو ان تدابیر میں کہاں تک
کامیابی حاصل ہوئی اور کیا نتائج ظاہر ہوئے -
اور نکت ذیب نے اس بارہ میں اکبر کے آئین کے مانہ
کس مصلحت میں مخالفت کی اور کیا نتیجہ پایا *

IV. جزئیہ کی کیا حقیقت ہی اور مسلمانوں کی تاریخ
کے کس عہد میں کس بنا پر جاری ہوا - اکبر نے اپنے
وقت میں کس خیال میں موقوف کیا اور کیا وجہ موقوفی
کی ظاہر کی *

V. امرای ذیل میں میں کسی ایک کی موانع عمری
بتفصیل لکھو * منعم خان خانہخان - امیرالامرا خان
زمان علی قلی خان سیاستانی - مہیش داس راجہ بیریر *
VI. اشعار ذیل کے مضامین کو صاف صاف لش میں
ادا کرو *

جون لکھت گل جنبش ہی جی کا لکل جانا
ای پاد صبا میری کروٹ تو بدلت جانا

بالغز محبت میے مشکل ہی سنبھل جانا
 اوس رخ کی صفائی پر اوس دل کا بھل جانا *
 ای دل وہ جو یان آیا کیا کیا ہمیں ترمایا
 تو لے کھیں مسکھلا یا قابو میں لکل جانا *
 کیا ایسے میں دھوپی ہو مصخر میں کہ میتے تو
 نظارہ قاتل کو احسان اجل جانا *
 ہی ظلم کرم چتنا تھا فرق بتا کتنا
 مشکل ہی مزاج انداک بار بدل جانا *
 حورون کی لنا خواہی واعظ یون ہی کب مانی
 لے آکھی نادانی باتون میں بھل جانا *
 عشق انکی بلا جائے حاشق ہون تو ہبھائے
 لو مچکو اطبائے مودے کا خلل جانا *

VII. اشعار ذیل کی شرح اور اولمین جو معامن نظر
 آؤں الکو بیان کرو اور تلمیحات کو بھی ترک نہ کرو *
 1. کیا پایۂ منت سلیمان

ایک بات میں تخت پر بٹھا یا *
 کیون شکر کریں نہ آل داؤد
 افسون شہنشہی مسکھا یا *
 وہ نیر آسمان تقدیس
 جاسوڑ مناظر و مرایا *
 اب بھی نظر امن مجاز میں ہی
 کیون مہر نگاہ میں سمایا *

لے حقل بسیط اوس کا پر تو
 نہ نور مچرد اسکا سایا *
 تھا شور فدک جائی لبیک
 اوس دشمن دین نے گر بلایا *
 گل پیرھنون کی آڑو لے
 اکثر خز و پرنسیان پہایا *
 آیا نہ کبھی خیال حج کا
 تلو مسو ہار گر کھجایا *

2. ذبان لعل کہاں اور مدیح تاج خرومن
 گرا ہی خاک پہ کیا لعل افسر کاومن *
 محل پذیر رطوبت ہوا دماغ بہار
 عجب کہ مبزا خوابیدہ کو نہو کابومن *
 ہی دشت بزم طرب کشرت نتائج می
 نکیون ہو شکل حماری کو ناز شکل عروم *
 ہوا ہی اپتو یہ سرمایہ لطافت آب
 ک پشت ماہی، گلہای اشرفی ہیں فلوم *
 3. مومن خدا کے وامیے ایسا مکان نپھوڑ *

دوخ میں ڈال خلد کو کوئی بناں نپھوڑ *
 عاشق تو جانتے ہیں وہ ای دل یہی مسی
 ہر چند بے اثر ہی پر آہ و غافان نپھوڑ *
 اوس طبع نازنیں کو کہاں تاب الفعال
 جاموسمن میرے وامیے ای بدگمان نپھوڑ *

رخمي کیا عدو کو تو مرلا معال ہی
 قربان جاون تیرے مجھے نیم جان نچھوڑ *
 کچھ کچھ درست صدمیں تیرے ہوچکے ہیں وہ
 ایک چند اور کج روی ای آسان نچھوڑ *

1. مسوال ششم و هفتم کے چاروں لظموں میں سے
 اول شعر کی تقطیع کرو اور بھر بتاؤ * 2. ان مصطلحات
 کی تعریف کرو اور مثالیں بتاؤ * سبب - وتد - فاصلہ -
 عجز - صدر - عروض - ضرب - ذحاف *

IX. جناس کی قسمیں بیان کرو۔ رد العجز علی الصدر
 کس صنعت کا نام ہی اور کس طرح واقع ہوتی ہی -
 بدیع میں عدد - استفهام الکاری - تباہل عارف -
 تلمیح - لف و نشر - حسن مطلع - کسکو کہتے ہیں *

WEDNESDAY, 10TH DECEMBER, 2 TO 4 P.M.

HINDUSTANI: TRANSLATION.

I. Translate into Hindustani:—

Of all the sights in India that meet the modern traveller, none is of more melancholy interest than places where stand great memorials of religion, raised to commemorate a peculiar visitation of nature or manifestation in some striking form of natural phenomena. That characteristic of the Hindu, which attaches the highest importance to all that pertains to religion, has made him believe that divinity loves to reside in such places more than in any other, and that such phenomena are manifestations of the divine will. Where rivers meet; where in the awful chasm or cleft of a mountain interesting ice formations, resembling sacred symbols, appear; where from great rocky heights waterfalls have been coursing down incessantly; or where nature puts forth her best forms; or where the earth from her womb gives birth to precious stones of rich lustre and lovely hue;—in such places, such interesting circumstances directed the genius of the people for architectural memorials in the form of temples to the Most High, whose vastness and symmetry

and whose real beauty, even in the minutest parts, find no parallel in any other country in the world. And when, perhaps, the circumstances that caused the rearing of these grand edifices of piety no longer exist, when rivers have changed their courses, and the earth no longer yields her rich treasures, these ancient monuments alone remain intact, and worship is conducted there as of old. Palaces and vast abodes raised around them, for the pious to stay and offer their devotions, are tottering or have already crumbled down, and the wisdom and the civilization of the times, which found expression in those holy places in a thousand ways, these have vanished away, but the temples themselves remain, surrounded by a few straggling huts, peopled by those who perform the worship there and live upon the bounty of such as visit them to pay their devotions. And the tottering structures, where lived the wealth and the beauty of the land in those times, are now inhabited by screeching bats, and in the clefts and crèvices that time has made therein, are found luxuriant growths of shrubs and plants; and, for the music and religious song and the chant of the Vedas that went forth from thousands, there is heard the morning picota song of the lonely villager, sung to enliven the labour of watering his fields, and the traveller who comes there to see the old structures, which piety has raised, and the ruins indicative of bygone opulence, wonders for a few moments at those sights and disappears, as all other things there have disappeared.

II. Translate into English :—

1. خانِ زمان کا گھوڑا ہوا۔ اقبال میں ازا جاتا
 تھا کہ پھر لھومسٹ کی ٹھوکر لگی۔ اُس میں کچھہ کلام
 نہیں کہ دشمن ہر وقت دونوں کے دربی تھے۔ مگر
 وہ بھی کچھہ اپنے لئے دلاوری میں۔ کچھہ خلفت
 عیاشی سے دشمنوں کو چغلخوری کے لئے موقع دیتے
 تھے۔ مشکایتیں پیش ہوئیں کہ لڑائیوں میں جو خزانے
 اور اشیاء عجیب و نفیس ہائے آئی ہیں مس ب لئے
 بیتھا ہی۔ بھیجتا کچھہ نہیں۔ ان میں صرف شکن اور
 کوہ پارہ دوہائیوں کی ایسی تعریف کی کہ اکبر سنکر
 مسٹ ہو گئے۔ اور یہ بھی ضرور ہی کہ جب خان
 زمان اور بہادر خان کے جلسون میں ہریفون کی

درالدرازیون کے ذکر آئے تھے تو وہ انہیں خاطر میں بھی
نہ لائے ہوں گے۔ فتوحات کی مستی اور اقبال کے نہیں
میں الی کار نامون کو خالدان کے فخر سے چمکاتے تھے۔
اور حریفون کے خاکے اڑاتے تھے۔ حریف ان ہاتون کو
اکبر کے سامنے ایسے پیرائے میں ادا کرتے تھے جس
میں کنایوں کے نشتر ہادھاہ کی طرف چیختے تھے *

2. ہمسری اس ڈالف میں اب بھر بھی ایسا ہو گیا
لو مرے بھت میہ کو اور سودا ہو گیا *
- کس طرح معلوم ہو حال دل گم گشته ہا ی
جو کبوتر لے گیا وان نامہ عنقا ہو گیا *
- مرک میں تھی زندگی کی آس سو جاتی رہی
کیون بڑی حالت نہ ہو وے خیر اچھا ہو گیا *
- چشمہ حیوان بنا اسکے لبون کی شرم میں
پانی پانی بسکے اعجاز مسیحا ہو گیا *
- روز مہ شر کیا ہوا بھر کیون شب دیجور ہی
کیا ہمارا نامہ اعمال کچھہ وا ہو گیا *
- جان و دل پر لشکر آرائی تھی جوش یامن کی
مفت اس بلوے میں شب خون تمنا ہو گیا *
- شرابت مرک آب حسرت شور بختی زہر خم
تلہکامی میں مچھے کیا کیا گوارا ہو گیا *
- حق تو بہر ہی کیا خذل اور مومن نے بڑھی
آج ہاٹل مارے امتدادون کا دعویٰ ہو گیا *

3. ولی عہدی میں شاہی ہو مبارک
عنایات الہی ہو مبارک *

اس امر فرخ و ہمایوں کی شہرست میں کوشش
بیوصولگی ہی - اور اسکے اخفا میں مبالغہ خفتالیت -
تم اپنی زبان پر نہ لاؤ - اگر کوئی اور کہے مانع نہ آؤ -
ذ اشتہار نہ استثار - دورہ ہوا مگر مدت معینہ کے بعد -
اور پھر چھاٹ کا نہ آنا اور تمہارے پکارتے میں منتسب
ہو جانا مادہ کی کمی کی علمتیں ہیں - شدت میں
جستدر خفتہ ہو خنیمات ہی - میرے خطوط اردو کے
ارسال کے باب میں جو کچھہ تمنے لکھا تمہارے حسن طبع
پر تم میں بعید تھا - میں سخت بے مزہ ہوا - اگر بیمزگی
کی وجہ لکھوں شاید ایک لختہ کاغذ میاہ کرنا پڑے -
اب ایک پاس موجز و مختصر لکھتا ہوں - سنو بھائی اگر
ان خطوط کا تمکو اخفا منظور ہو اور شہرست تمہارے لئے
منافی طبع ہی تو ہرگز نہ بھیجو - قصہ تمام ہوا - اور
اگر ان کے تلف ہولے کا الدیشہ ہی تو میری دمختھی
خطوط اپنے پاس رہنے دو - اور کسی منتصدی میں نقل
الرواکر چاہو کسی کے ہاتھ - چاہو بسبیل پارسل ارسال
کرو - لیکن خدا کے واسطے کہیں خصہ میں آکر عطاے تو
بلقاے تو کہکر اصل خطوط نہ بھیج دینا - کیونکہ یہ امر
میرے مخالف مقصود ہی *

WEDNESDAY, 10TH DECEMBER, 4-5 TO 5-5 P.M.

HINDUSTANI: COMPOSITION.

Write an essay on the following:

"The decadence in modern times of public speaking is owing mainly, if not solely, to the invention of printing."

مندرجہ ذیل عداں پر ایک مضمون بزبان هندوستانی لکھو:

فی زماننا فی خطابات یعنی مجالس میں تقریر کرنے کا کساد بازار اگر بالکل نہیں تو ایک حد معتدله تک
چھاپے کی ایجاد کے مسبب میں ہوا ہی *

WEDNESDAY, 10TH DECEMBER, 10 A.M. TO 1 P.M.

TAMIL : TEXT-BOOKS AND GRAMMAR.

I. திருக்குறள்-இராமாயணம் - சிந்தாமணி - கந்தபுராணம் என்பவைகளைப்பற்றிச் சொல்லத் தகுவனவற்றையெல்லாம் கூடியவரையில் சுருக்கமாகக் கூறும்படி ஆங்கிலேயராருவர் உம்மைக் கேட்டதாக வைத்துக்கொள்க. அவருக்கு அவ்வங் நூலாசிரியரைபும்-நூற்பொருளையும் - அதன் பொருளியல்லையும்பற்றி-உரைக்கற்பாலனவற்றை ஆறுவரியில் எழுதி அவ்வங் நூலையோ, நூலாசிரியரையோ குறித்துத் தமிழர்க்குள் வெளு ஜன வாக்கியமாக வழங்குவனவற்றையும் குறிப்பிடுக.

II. 1. தமிழ்நாலின் காலவரையறையை நிர்ணயிப்பதில் அனுசரிக்கும் ஆராய்ச்சி வகைகள் எவை? அவ்வகைகளை இராமாயணம்-சிந்தாமணி-கந்தபுராணம் எனுமிவைகள் விஷயத்தில் பிரயோகித்து, உம்முடைய முடிவுகளின்படி அவ்வங்நாலுக்குரிய காலத்தை வரையறை செய்க. 2. இராமாயணம்-கந்தபுராணம் என்பவற்றின் கால நிர்ணயத்தைக்குறித்துக் கர்ண பரம்பரையாலும் ஆங்காங்கு வரும் பாடல்களாலும் அறியலாவனவற்றைத் தெளிவாக எழுதி, அவைகள் உம்முடைய முடிவுகளுடன் இவ்வளவு ஒத்திருக்கின்றனவென்பதை விவரிக்க. (விடை ஒரு பக்கத்திற்கு மிகலாகாது.)

III. 1. அரிஸ்டாடில் (Aristotle) என்பவர் கூறுமாறு ஒரு (Epic) காவியத்தின் செய்கையானது முதலாவது ஒரே யோரு செய்கையாகவும், இரண்டாவது தன்னில் முற்றுப்பெற்ற செய்கையாகவும், மூன்றாவது சிறந்த செய்கையாகவும் இருத்தல் வேண்டும். இவ்விதியை இராமாயணத்துக்கும் சிந்தாபணி கும் பிரயோகித்து, அவைகள் இவ்விதியுடன் எம்மாத்திரம் பொருங்துகின்றன என்பதை விவரிக்க. 2. இராமாயணத்தில் செய்கைச் சிறப்பென்ன? அதைக் கம்பர் எங்கனம் உரைக்கின்றனர்? செய்யுளையாவது செய்யுட் சாரத்தையாவது எழுதுக. 3. (Homer) ஹோமரைப்பற்றிப் பேசும்பொழுது அடிசன் (Addison) என்பவர்—“It was the fault of the age, and not of Homer, if there wants that delicacy in some of his sentiments which now appears in the works of men of much inferior genius.” (i) இதை நோக்கும்போது, அடியில் வான்மீராமாயணத்தினினின்றெடுத்தலை, அதே ஆகேப்ளோக்குட்பட்டனவா என்றுரைக்க. (a) தாமரையொத்த கண்களையுடைய சீதாதேவியை இராவணன், இடதுகையினால் கூந்தலையும் வலதுகையினால் தேகத்தையும் பிடித்து, எடுத்தேகின்றன. (b) மாயமானின் மாய வொலி கேட்டும் போகாத இலக்ஷ்மணனை நோக்கிச் சிதை இல்லாறு கூறினால்—“ஏ வகைமனு! என்னைக் கவரும்படியே இராமனுக்கு மரணத்தை விரும்புகிறோம். இந்த எண்ணத்தினுலே நீ உன் தயயனிடம் போகாதிருக்கிறோம்; இது சத்தி யம்.” (ii) மேலையவற்றைப்பற்றிக் கம்பருடைய கருத்து எண்ணவென்று உமக்குத் தோன்றுகின்றது? இவற்றைத் தமது இராமாயணத்தில் கம்பர் எங்கனம் அமைத்திருக்கின்றனர்? செய்யுளையாவது செய்யுளின் சாரத்தையாவது எதிர்தொழுதுக.

IV. 1. அசனி-அத்தவாளாம் - ஈமம்-கறங்கு - சிழிக்கை-களுள் எல்கள்-நினி-முழுமை : சொற்பொருளைமூதுக. 2. கம்பியர்-வாரம் - உலகம் - செப்பு - இஞ்சிரும் - போச்சு-மிலேச்சன்-குப்பாயம் : இவ்விரண்டுவரிக்கு மேற்படாமல் குறிப்பெழுதுக. 3. முருங்துறையிற்றினாள்-வாசநாரேதியாள்-ஆதின்டி குற்றி-வெதிர்வாடுதக்காபம் - பால்படுஞ்சும்மை - ஆமையினிருக்கையன்-சொல்லேருமவர்-இத்தொடர்களை விளக்குக.

V. கானத்தினேனமொத்தகளையிருட்குழன்மற்றவ் [ட வேணத்தினேனயிற்றையொத்தத்தினாம்பிழையதனைப் பூண் கோனேத்ததண்டமந்தக் கூரையிறு குத்தமுத்தங் தானேத்துவிளங்குகின்ற தாரகாகணங்களேல்லாம்.

1. இதற்குப் பொழிப்புரை யெழுதுக. 2. இப்பாடலீலுள்ள உவமான உவமேயங்களைத் தனித்தனியே எடுத்துக் காட்டுக. 3. ஒத்த-கோண்-பிறை : இலக்கணக்குறிப்பெழுதுக. 4. இருட்குழல் - விளங்குகின்ற தாரகாகணங்கள் - விதியுடன் சந்தியிலக்கண மெழுதுக. 5. “சறபோதவிடையுகர மிய்யா தல், ஆதிநீலமுடியராமாதல், தன்னெற்றிரட்டன் முன் னின்ற மெய்திரிதல், இனமிகவினையவும் பண்பிற்கியல்பே”. மேலைச்செய்யுளில் இதற்குதாரணங் குத்திரத்தோடு பொருத்திக் காட்டுக.

VI. ஏவவுஞ்செய்கலான் ரூண்றேரூனவுயிர் போடுமளவுமோர்நோய்.

1. பதவுரைவேண்டும். 2. செய்கலான் - தேரூன்-உறுப்பிலக்கண முறைக்க. 3. இரண்டாவது அடியைப்பற்றி வழங்கும் உலக வழக்கென்னை ? 4. முதலடிக்கியைந்த பழமொழி யாது ? 5. முதலடியின் கருத்து இராமாயணத்தில் எங்கே எவ்விதம் அமைந்திருக்கிறது ? 6. இப்பாவை அலகிட்டுக்காட்டுக. 7. “ஹவதாலன்னவாளிகள்” என்பதற்குத் திருக்குறளில் மேற்கோள்காட்டி விசேட மெழுதுக.

VII. 1. அடியிற்கண்ட செய்யுட்களுக்குப் பொழிப்புரைக்க :—

(a) முடிநாட்டியகோட்டுதயத்துமுற்றவற்றூன் முது
[கங்குல் விடிநாட்கண்டுங்கிளிமிழற்றுமென்சொற் கேளா
[வீரர்காண் டிநாட்செந்தாமரை யொதுங்குமன்னமிலால்
[யானடைத்த கடிநாட்கமலத்தெனவவிழ்த்துக் காட்டுவர்ன
[போற்கதிர்வெய்யோன்.

(b) நாழியுளிமுது நாகான்கண்றுதின்ரூழிந்தபுற்
[க்ரேய்த தாழிதோருவுந்தோழும்போன்றுடன் மூக்கவை
[ஞ்சூ தாழிருங்குழவினுளை நெய்தலைப்பெய்துவாழ்த்தி
மூழைநீர்சொளிந்து மொய்கொளாய்ச்சியராட்டி
[ஞ்சேரே.

2. இவைகளிலுள்ள அணிகளை விளக்க. 3. மிழற்றும்-போன்ற-மூக்க : இவைகளின் பகுதியென்ன? *4. முதற்பாட்

மில் கேளா என்பது என்னசொல்? அது வேறு இரண்டுவீத மாய் வரும்படி சிறு வாக்கியங்களில் வைத்தெழுதுக.

VIII. 1. தென்னிட்டியாவில் முற்காலத்தில் நிரைவர்தலைப் பற்றிச் சிந்தாமணியில் அறியலாவதைப் பத்துவரிக்கதிகப்படாமல் எழுதுக. 2. உடன்கட்டை யேறுதல்-வேது குளித்தல்-சங்கியாசி லக்ஷணம்-பேரரசரைக்கண்டு சிற்றரசர் செய்யுமரியாதை : இவற்றைக் குறித்து உங்கள் பாடங்களால் அறிந்ததைச் சந்தர்ப்ப சகிதமாகச் சுருக்கி யெழுதுக. 3. “புண்ணிலாம் பெரும்புழையிற் கண்ணுழைந்தாலெனச் செவியிற் புகுதலோ டும்”—இக்கருத்துக் சிந்தாமணியில் எங்ஙனம் அமைக்கப்பட்டுள்ளது? 4. (a) “இல்லாத பிறவாது—அள்ளாது குறையாது.” (b) “வினாக்காலே விபரீதபுத்தி” இக்கருத்துகளை இராமாயணத்தில் கம்பர் எவ்விடத்தில் எவ்வாறமைத்திருக்கின்றனர். 5. (a) “ஆண்ஸ்லன் பெண்ணல்ல னல்லா அவிய மல்லன்”—திருவாய்மொழி.

(b) “.....திங்கட்சுடர் பட்டுக் கொப்புளங்கொண்ட குளிர்வானை—யிப்பொ [முது மீன்பொதுகின்து நின்றவிசம்பென்ப தென்கொ [லோ”—நளவெண்பா.

(c) “தீருசனூய ரக்களூகாத வார்த்தை சொல்லச் செவியிற் கைவைத்தே யந்ததேவி ஒமபிண்டத்துமுதை நாயிச்சைப்பட்டதுபோ ஒரைத்தாயெண்ணடா அடபாவி.”—இராமா

இக்கருத்துள்ள கம்பராமாயன அடியையாவது செய்யுளையாவது எழுதுக. 6. ஒரு ஷுத ஆசானுடைய (Jewish Rabbi) அடியிற்கண்ட வார்த்தையை Dean Stanley என்பவர் மேற்கோள் காட்டியிருக்கிறார் :—“I have learnt much from my masters, more from my companions, most of all from my scholars”—இக்கருத்தமைந்த நன்னாற் குத்திரம்வேண்டும். 7. “அயில்போலுங் களை யேறுண்டவ் வழிபுண்ணீர் சோர, மயில்போல வுயிர்போ கிக் கிடக்கின்றுண் மருங்களைந்தெ, னுயிர்போல் வாயுனக்கிது வென்னுற்றென மத்தெறிதன், டயிர்போலக் கலங்கியறிவழி ந்து மனஞ் சாம்பினுன்”—திருவிளையாடல். இச்செய்யுளின் இறுதியடியிலுள்ள உவமை பொருந்திய பாட்டினாடியைச் சிற்தாமணியினின்றும் காட்டுக.

- IX. 1. செய்யுளாவதியாது? செய்யுளறப்புக்களென்ன?
 2. (a) இயற்சீர் வெண்டளைக்கும் ஆசிரியத்தளைக்கும், (b) வெண்டீர் வெண்டளைக்கும் கலித்தளைக்கும், (c) நேரிசை ஆசிரியப்பாவுக்கும் நிலைமண்டில் வாசிரியப்பாவுக்கும் உள்ள வித்தியாசம் என்ன?

WEDNESDAY, 10TH DECEMBER, 2 TO 4 P.M.

TAMIL : TRANSLATION.

I. Translate into Tamil: [See Hindustani Translation paper, age 226.]

II. Translate into English:—

1. உஞ்சபிழையாயறவினேடுமெனவுன்ன
நெஞ்சுபறைபோதுமதுநினொயகில்லாய்
அஞ்சுமெனதாருயிரறிந்தருகுநின்றூர்
நஞ்சுதுகர்வாரையிதுநன்றெனலுகன்றே.
2. எம்பிக்கும்மென்னன்னைதனச்குமிறுதிக்கோர்
அம்புய்க்கும்போர்வில்லிதனக்குமயனிற்கும்
தம்பிக்குங்கம்மாண்மைதவிர்ந்தேசயஷிற்கும்
கம்பிக்கும்மென்னஞ்சுவெனன்றேகவல்கின்றேன்.
3. கோலிமுக்குற்றஞான்றேகொடுமுடிவரையொன்றே
[நிக்
காவிலிமுக்குற்றுவீழ்த்தன்கருந்தலைகளையலுற்றேன்
மால்வழியுளதன்றயின்வாழ்வினைமுடிப்பலென்றே
யாலம்வித்தனையதென்னையழிவினுளகன்றுநின்றே
4. நிலவுலாயியக்கணமாநிபொற்கடவில் [ன்.
குவுகின்றதோர்பொருளெலாங்கொண்டு ஏ கா ஸ்
[டேடி
யுலகினல்குவான்முயலெலனுமொருமகனுய்ப்பச் [ன்.
செலவுகொண்டதோர்தோணிபோன்றதுகிறு திங்க
5. பொய்படுமொன்றே புனைபூஜனுங்கையறியாப்
பேதை வினைமேற் கொளின்.
அறிவிலார் தாங்தம்மைப் பீழிக்கும்பீழை
செறுவார்க்குஞ் செய்த லரிது.
இளைதாக முன்மரங் கொல்க களையுள்
கைகொல்லுங் காழ்த்த விடத்து

6. நட்புச் செய்தற் காவான்றப் பெற்றதலும் பெற்றுற் செய்யுமுடியமும் செய்தறற் றிரிபின்றி நிற்றலுமுதலிய அரிய வாகவின் நட்பிற செயற்கரியனவில்லை யென்றும், செய்தாற் பகைவரஞ்சி வினைதொடங்காராகவின் அதுபோல வினைவாரா மைக்கு அரிய காவலில்லை யென்றுங் கூறினார். நட்புத்தான் இயற்கை செயற்கையென விருவகைப்படும். அவற்றுள் இயற்கை பிறப்பு முறையானுயதாலும் தேயமுறை யானுயதாலுமென விருவகைப்படும். அவற்றுள் முன்னையது சுற்றமாகவின் அது சுற்றங்கூலினாடங்கிற்று; எனையது பகை யிடையிட்ட தேயத் ததாகவின் அது துணைவியென வலியறிதலுள் அடங்கிற்று. இனி ஈண்டுச் சொல்லப்படுவது முன்செய்த வுதவிபற்றி வருஞ் செயற்கையே யாசவின் அதன் சிறப்பு இதனால் கூறப்பட்டது.

WEDNESDAY, 10TH DECEMBER, 4-5 TO 5-5 P.M.

TAMIL : COMPOSITION.

[See Hindustani Composition paper, page 230.]

அடியில் வருவதைப்பற்றி ஒரு வியாசம் எழுதுக:—

“தற்காலத்தில் சபாபிரசங்கசக்தியின் கூணத்திற்கு அச்சுப்பதிப்பினுற்பத்தி முற்றிலுங் காரணமா யிராவிடினும் முக்கிய காரணமாயிருக்கிறது.”

TELUGU : TEXT-BOOKS AND GRAMMAR.

WEDNESDAY, 10TH DECEMBER, 10 A.M. TO 1 P.M.

I. பிரபுங்கரப்பீஶ்வரர்ஜு, ஶஂஷுதாஸுந்து, அஸ்விருதுல ந௃சிஂஹபுராணகவி கேல கலிங்க? அதனிஸுரு வேவ்யாந்து? அதனி யைத்துக்குருங்கமு லேவி? அபுக்வி யேவுப்பீவாந்து? எவ்வீபீவாந்து? அதன்து பிரஸ்தாவின் ஹேமுசஂதாந்தால்டாந்தார்யாஸுல குருங்கமுலங் காநிதூங்கீ சேர்மூந்தாந்து. அபுகவிகி முங்கு அங்கீஶ்வார்சாந்தா முடிகி முதைவ்யரு தேநேங்குந டீக் ப்ராந்தி?

II. முநுவஸுசரித்ரலதாரத்ம்யமுன வி஦்யாவினீடிசிருதாங்கீது ரிட்டு தேவிபி யூநாரூ:—

“Both of them (Allasani Peddana and Bhattacharji) had the capacity and the worth to figure as epoch-makers. Both made the effort. But one alone of them, i.e., the latter of them, came

off triumphant. . . . That the epithet ‘పిల్లవసుచరిత్ర’ should be approvingly bestowed on later works of poetic art and be exulted in, is proof positive of the dominance of Bhattumurti’s methods.”

ఈ విషయమున మి సిద్ధాంతమును వివరింపుఁడు.

III. 1. ఈక్రిందిపద్యములయర్థమును వివరింపుఁడు.

కంజనయనావిలోదనఖంజనయుగమేదకుప్రాలఁగనివసువాలో
రంజిలుటుఁడలిసికంబరభంజనుడుతినిశితవిశిథపంక్తి నగల్చెఁ.
సారథిచాందసుండుబిసాగదుచక్రయుగంబుప్రాతపం
చారపుగుళ్లముల్రథియు శ్రీర్యమునందరమనిసాత్మవి
స్తారముఖువంధములుతానఁటమాసుయంచుఁడత్వురిఁ
దేరులు నవ్వు శంకరుని తేరిని గేతనకింకణీధ్వనిఁ.

2. ఈ క్రిందిపద్యము నచ్చె తెసుగుగా ననువదించి యందరి
శబ్దాలంకారములను వివరింపుఁడు :—ఫేటభట భాషణోధ్యటాఫేట
శటుల | కుటీల కట్టు కట్టుత్తుణ తోభబధిరి | మతిరభనభాస
మాన యానాభిమాన | కొమ విక్రియాకులము వరాహాకులము ||

IV. 1. ఈ క్రింది పదములవ్యుత్తుతీని వివరింపుఁడు :—పచరించు,
గయ్యారి, పయ్యారి, ఆవటించు, ఆళోకము, కృష్ణదైవాయసుఁడు,
పాషందుఁడు, దౌపవిభక్తికము, కోకూయమానము.

2. పరిథి-పరిథు (అగడ్త), తజ్జులు-తజ్జులు, చంక్తి-పజ్జిప్తి-
అపరోచ్చియము-అపరోచ్చబలము, పథిత్రేమము-పథిత్రేమము :—ఈ జంట
యాపములలో సాధుత్వాసాధుత్వములను సిద్ధాంతికరింపుఁడు.

V. 1. ఈ పదముల యర్థములం డెలుపుఁడు :—పేరణి, కర, వా
యము, ఇసిరింతలు, సారిసత్తులు, ఉల్లఁబము, కుడుంబంబు, దౌధికం
బు, పృథితంబు, కా (కాపదము). 2. ఈ పదములకు రెండేసి
యర్థములు ప్రాయుఁడు :—చాగు, బుగ్గ, కానుపు, మానవుఁడు,
విసంబు. 3. ఈక్రిందివాసియర్థమును సిద్ధాంతింపుఁడు :—ఘన గర్జనస్కి
రించువాయవము, మినుకుటుంర్పులవాఁడు, ప్రాముఛ్చక్రీసిడ విడిది
ప్రోచ, చక్కేర భాణపుఁ దేశ.

VI. ఈ క్రిందివాసియందు పూర్వభా ట్లుస్తుచో దిద్ది పీని యద్దు మును వివరింపుడు :— 1. స్తురక్షితటిదజపవమానరవిసు ధాసలిల మనిజనత్తు రిష్టాసురమృత్యుజ్యులను జెలఁగుసురవేళ్యులు గొలిచి రంత సుబ్రహ్మణ్యుఁ. 2. హరుఁగుత్తుకసగాక శిరసునఁబోలుదార్శిన జటాచ్ఛుటలీలశిథి వెలుంగ. 3. ఎక్కుడు వేష్టుఁగ్రోలికొని యొండక యున్నఁ బయోధి పల్లుణుఁ గ్రక్కుఁడినో సుధాకిరణకాంలైచయం బు ననంగ. 4. శితాంబోరమృతార్పణం బనుక్రియుఁ. 5. శోరక శ్వాసమాహనముక్కావరి దాట్చు సీతఱుగుగాడ్చు.

VII. ఈ క్రిందివాసిలో పక్కన శ్రోతును వర్ణించును ప్రకరణమును డాలిపి యద్దుమును వివరింపుడు.— 1. పాదరసమర్దులునుంబోలే జం పం దలంచి. 2. తాఁకైష్టవాఁడు వెనకయ్యచేతుకి వెస లిచ్చుఁ. 3. డాగంబోయి తలారివారియొదురుఁ డాగంగ నీ కేటికిఁ. 4. ఏల భైడిన్ లక్రిండైన ననున వాగ్ద్రిహణమేధాశక్తి చించాశికిఁ. 5. జ్ఞాతి శైవునేన కిమ్మనెదు వాచారూధి సత్యంబుగాఁ.

VIII. 1. ఎట్టిపెదములందు నలరడలయుత్యంబునకు లోపం బగు, శైటిపదంబులం గాదు ? 2. అక్కురము పరమైనప్పుడు వీనిశబ్దము నకుం గలుగు సంధికార్యము రేవి ? 3. త్రివిక్రమ భుల్లటాఫర్యుణ మతసంధులేవి ? 4. పెంపు వరీక్షింపము, వీరభూషించిన—ఇటుఁ బ్రాసమందలి యిఁ వకారగకారాదేశములు సాధువులా ? ఈ విషయమున—అప్పకవి, చిన్నయసూరి, సీతారామాచార్యులు, - వీరియచి ప్రాయములం డెలుపుడు. 5. పల్లవపుట్టార్థ్యంగరాదు—ఇందలియిత్య సంధి కాస్తియమో చర్చించి, మిపార్గ్రంథములనుఁడి యాసంధికి ఇంక మూడు దుధాహరణము లింకు. 6. భూతప్రథమపురుషే కార సంధి, కిష్మిసంధి, ఐనుకృతిని నిదువకుం గుతుచయగుట,—ఈ విషయములందు అప్పకవి చిన్నయసూరుల మతములం డెలుపుడు.

IX. 1. నలువదిలోమ్మెది రూపంబులు గౌనియు—ఎవరు ? 2. అప్పు శ్వేర్యములు, పంచధారలు, చతుర్విధధావితములు—అనసేవి ? 3. కుమా

రస్వామి కిఫునికిం గామక యిడిసము త్తెంపుంజరిత్రేమేమి ? అది పార్వతీ పరమేశ్వరులకు ఏయే యవయవమునందు ఏయే యలంకారముగా నొప్పినది ? 4. “ ఒప్పు కుందిదు నగపుత్రీకష్ట ”—ఎప్పాడు, ఎట్లు ? 5. హంసడిచికులసేన యేఁ డనఁగనడిచే”—సామ్యమును వివరింపుఁడు.

X. ఈ క్రిందివాసియందుఁ గలయ్యాలంకారములం బేర్మ్మని నిర్వచించి సమన్వయము సేయుఁడు :—

1. కావుకావసుట రక్కుసుల మూడకె కాని ననిచె నీయెడ సింహాద విహృతి.
2. భికనాఁడుఁదీర్ఖోపయోగిగానిశతుందు నొదం ధరియించు నథ్రీగంగ.
3. అతనితోవిగ్రహింప దొరుకొనిన వచ్చు మనకు మద్దులు మనింగి పాఱ వెంపట్లు తమకెంతబంటి యసుట.
4. ఊర్కు కలు కంకణాకృతి నొనచె నపుడు.
5. కామినులు విన్న వించిరి కొములకొకూయమానకోకిలఫణితీ.

XI. 1. ఇంపారుగా నాతీర్థం బెజీగింపు మాకుఁ బరమోదాత్త ప్రబంధోక్తుల్క—ఇందలియతీసాధత్వమును స్థాపింపుఁడు. 2. నన్నుఁ గనలించి బ్రతుకుఁ గన్నారు లేచు—ఈ యతని చ్ఛింపుఁడు. 3. రేఘ మునకుఁ బ్రాహ్మమైత్రి గలస్వరముం డెలిపి మి పార్గ్రంధంబులందు దేనిసుండియేని ఉదాహరణ మిండు. 4. హయగతిరాగడస్వరూప మేమి ?

WEDNESDAY, 10TH DECEMBER, 2 TO 4 P.M.
TELUGU : TRANSLATION.

I. Translate into Telugu: [See Hindustani Translation paper, page 226.]

Translate into English :—

1. లోలవ్యాలుత్తు—విలోలగతీఁ దొంగలిఁఔప్పల నాని కడ్డకుం డలయచిధార్థభ్యములదాపున నల్లనఁ బొంచి మించులై పెలువడి పూర్ణచంద్రుపయి వెన్నెలపుల్లులచాలు వ్రాలులీ లల విభుమిఁడ వ్రాలె నపలానపలాలితవృష్టిజాలమల్.

2. నాల్గుం జల్లెడి బ్రిహ్మచారిగృహివానవ్రస్తుయత్క్షేత్రమం
బు లైవల్యవివిష్టు లంతిమపదంబుం గోరువా రిటీపీ
ర ల్లాపించిన నంతకుండు సెడు మిరూ యోర్చువా రిమైయెక్
మేట్రీడాడక వీరిఁ జేరి మనుడే మిమిశ్శప్రాప్తికిక్.
3. మిడికెడిఁ బెడవులు క్రేటులు
మడిఁగెడుఁ గనువోయి మొగిడె మాయెదురుఁ గడుక్
బెడచీక యొడలు చేసెదు
కడపల్జపమనక సేడు గలవో లేవో.
4. పుట్టిననాటునుండియును బుణ్యలు సత్ఫుల మొందునంతకుం
బుట్టినకార్య మిశ్వరుఁడు పట్టిన సీనిదృధప్రతిజ్ఞ లే
పట్టున ధర్తుము ల్విడనిప్రాణ్ములు తజ్ఞలపాలి వేలుప్తం
కైటులు పోర సైదు పదిసేయనికూరులు వీటిరాసుతుల్.
5. ఆక్రూలతోడికొండల నెఱిం దనలోన నడంచికొన్న నీ
సెక్కి బలారి వంచెనొకొ యాజలపూర్వము వేర్తి యంతయుం
దక్కువనేయ నన్నక్రియ దండడి నెందునుఁ చేర్చి వెల్లుగా
నొక్కటసీరు గ్రోలెడుబయోదసముచ్చుయముల్ పయోనిధిక్.
6. వెఱవకు శోకమార పదివేలవిధంబుల సైన నిన్న సే
మఱవ మ తేలపకుం జనుట మాని సుఖంబున దత్థుప్రాఁలునక్
దుఱఁగలి గొన్న సమ్మదమతో గమనింపుము భీమనాయకుం
డఱగొఱ లేని వేల్వు నిఖిలాభ్యుదయంబులు సీకు నయ్యడుక్.
7. సీచ మగుమేను పాఱంగ తైచుకరణిఁ
బడి సళోరువాసేత్రు నపారకరుఁ
నధమలాకంబు విడిచి యయ్యమరపథముఁ
జూచుటకుఁ భోలే దనకుఁ దా లేచు నతడు.

WEDNESDAY, 10TH DECEMBER, 4-5 TO 5-5 P.M.
TELUGU : COMPOSITION.

[See Hindustani Composition paper, page 280.]

ఈ క్రింది విషయమై యొక వ్యాసము ప్రాయిందు.

“ ప్రకృతమందలిబహిరంగోపన్యాసక్షిణవశకు అష్టరముద్రణ
సృష్టి, కేవలముగా కాకపోయినను, ప్రాయికముగా కారణములు
యున్నది.”

WEDNESDAY, 10TH DECEMBER, 10 A.M. TO 1 P.M.

KANARESE : TEXT-BOOKS AND GRAMMAR.

I. 1. నైపతుంగన మంతానుసారవాగి కావ్యగళన్ను విభాగ
మాడిదరే నివ్వు పరిష్కారిగే నియమితవాద గ్రంథగళు యావ యావ
జూతిగే సేరుతువే ? 2. ఆవ్యాగళన్ను తిగినవరు జేగే విభాగిసు
త్వరించి; ఆవ జేసరినిది కంఠుత్వారీ ?

II. 1. అసదేళ మాయ్యు రూపమందముగ్గాళవాదుదుయోవనే ||
[దయం

స్వోససిరివంత నాసిరియుమం జనకెం మధుకోట్టుని ||
[విభా

రిసుగుమే ఉత్తోసోల్లు హైదేగుం గిఖయుంపుంబిరాగి
[యం మధు

వ్యు సనిమదాలయం సజజవక్రవణస్ఫ్యయన్స్ఫ్యప్రపునం ||

2. హరిదశ్వం బందపం పూజళగేనుతెంణం వోఇమవిసీరో ||
[రంగాం

తరవిధిష్టున్న తారాస్ఫుట్టుక శక్తలమం నొంకెత్తం తూ
[రుచిమి

కుంకుమఫునరసమం సింపిసుత్తి
[దెణంభో

త్రీరలెత్తం నిఱ్ఱుద్దమైత్తుదయు సమయుద్దో కేణా ||
[గౌయోఽశు తూల్చు ||

3. ಈಗೆಂಬೀ ಜರ್ಮನ್‌ಪ್ರಾಚೀನಾವಯಂ ತಳೆದಿರ್ಬಳಿಮುಕೋ
ಮಳೆ ಮಧುಪಾವಳೀನಿಸದವೆಂಬ ಕಲಘ್ನಿಯಿಂದ ಮಲ್ಲಿಕಾ
ಲಲನ ಕಡಂಗಿಪಾಡಿದಪಳಿಟ್ಟಿನಿ ತನ್ನ ಪರಾಗವೆಂಬ ತಂ
ಬುಲಮುಗಿ ಸಕ್ಕಪಳ್ಳಿ ವಿಕೃತಿಯಂತಹಧಂಸಂಗಡಿಮಾಡ ದಿ
[ಕುಂವೇ೧ ॥]

1. ಗೆ ಜಮತ್ತಾರನ್ನು ವಿಶದವಾಗುವಂತೆ ತಾತ್ಪರ್ಯಾಧಿಕಾವಸ್ತು
2. ಗೆ ಪ್ರತಿಪದಾರ್ಥಾವಸ್ತು 3. ಗೆ ಓಟತ್ವನ್ನು ವ್ಯಕ್ತವಾಗುವಂತೆ ಅರ್ಥ
ವಸ್ತು ಬರೆಯಿರಿ.

III. 1. ಕವಿರಾಜಮಾರ್ಗವೇ ನಮಗೆ ದೇಶೆತಿರುವ ಕನ್ನಡ ಗ್ರಂಥಗೆ
ಉಲ್ಲಿ ಅತಿಪ್ರಾಚೀನವಾದುದೆಂದು ಹೇಳುತ್ತಾರೆ. ಇದಕ್ಕೆ ಆಧಾರವೇನು ?
2. ಸೃಷ್ಟಿಗಂಗನ ಕಾಲವಲ್ಲಿ ಕನ್ನಡಭಾಷೆ ಎಲ್ಲಿನ್ನೀ ಪ್ರಜಾರದಲ್ಲಿದ್ದಂತೆ
ತಿಳಿಯುತ್ತಿದೆ ? 3. ಸೃಷ್ಟಿಗಂಗನ ಕಾಲಕ್ಕೆ ಒಂದೆ ಯಾವ ಕಣಿಕೆಗೆ
ಕವಿಗಳಾದ್ದರು ?

4. ತರಿಸಂದಾಸಕ್ಕೆ ದಮುವು

ಸರಿಯುದೆಕನ್ನಡಮುವುವೆಂ ಸಮಾಸೋಕ್ತಿಗಳೋಳಿ ।

ಕುರಿತು ಚೆರಸಿದೋಡೆ ವಿರಸಂ

ಮರುಗುವ ಪಾಲ್ಭೋಯ ಪನಿಗಳಂ ಬೆರಸಿದವೀಲು ॥

ಎಂದು ಸೃಷ್ಟಿಗಂಗನು ಹೇಳುತ್ತಾನೆ. ಇದರ ತಾತ್ಪರ್ಯವೇನು ?
ಕಾವಿಯದಲ್ಲಿ ಇತ್ತೆ ವ್ಯಾಕರಣಕಾರರ ಅಭಿಪ್ರಾಯವೇನು ? ವಿಶದ
ವಾಗಿ ತಿಳಿಸಿ.

IV. 1. ಕೆಳಗಣವಾಕ್ಯಗಳ ಅರ್ಥಪ್ರಾಪ್ತಿ ಸ್ವಾತಂತ್ರ್ಯವಾಗಿ ತಿಳಿವಹಾಗೆ ತಿಪ್ಪಣಿ
ಬರೆಯಿರಿ :—(a) ರಸಸಂಕರ ಜಿತ್ತುಜೆವೈ, (b) ರೈಯುಂ ಕಾಲಂ
ವುಲಿದಿದುನ್ನ ಪಾತಕಕ್ಕೆ, (c) ಸೊಸಲೊಳಿ ಕಣಿಡಿದಂತೆ ಪದಿದೆಂ,
(d) ಕಾಗಿನಿಗೆ ಮರು ಬೀಳತ್ವಾಗಿಕೆಂದಂ, (e) ಮುನ್ನಂಡನೀರನು
ಗುಳಿಸುದುಕ್ಕಾಗಾಂ, (f) ಕುಂಫಜನೀಂಟಿದ ತೇಲೆಯಾರಿ. 2. ಬಿಳಿ
ಎಂಬ ಪದದಲ್ಲಿ ಯಾವ ಜಮತ್ತಾರ್ಥಾವನ್ನು ಕಲ್ಪಿತವಾಗಿದೆ ? ಆ ಅರ್ಥ
ವಸ್ತು ಯಾವ ಆಧಾರದವೇಲೆ ನಿರೂಪಿಸಬಹುದು ? ಉಪರ್ತಿ ಸಹಿತ
ವಾಗಿ ವಿವರಿಸಿರಿ. ३

V. 1. “ ಸತ್ಯಾಭಾವೆಯ ಜೆತುನೇಕ್ಕಿಗೆ ಪೌರೋಧಿ ಕುಪಿತ ಯಾಗಿ ” - ಇಲ್ಲಿ ಸತ್ಯಾಭಾವೆಯ ಜೆತುನೇಕ್ಕಿಯೊಪ್ಪದು ? 2. ಅದಕ್ಕೆ ಪೌರೋಧಿ ಹೇಳಿದಪ್ರತ್ಯಾತ್ಮರವೇನು ? 3. ಇದನ್ನು ಜೆತುನೇಯಾದ ಸತ್ಯಾಭಾವೆ ತನಗನುಕೂಲವಾಗುವ ಯಾಗೆ ಹೇಗೆ ತಿರುಗಿಸಿಕೊಳ್ಳುತ್ತಾಳೆ ? 4. ಪ್ರಮ್ಮರಯಾದ್ಧಕ್ಕೆ ಕಾರಣವೇನು ?

VI. 1. ಕೆಳಗಣಪದ್ಯಕ್ಕೆ ದಂಡಾಸ್ಯಯವನ್ನು ಬರೆಯಿರಿ :—

ಕದೆಗಣ್ಣಿಂ ಕಣಣಮುಂಲಕೊಕ್ಕಿಗೆದುಗುತರೆ ಭಾವಾಪ್ರಾಂಬಿಗಳು

[ಸುಯ್ಯಾ ಹೊಯ್ಯಾ]

ದೇದೆಯೋಳಿಸಂದೇಹವುಂ ಸಂಗಳಿಸಿ ವಿಜುಕಂಬಂಗಳು

[ಲ್ಲಿಲ್ಲಿ ಸತ್ಯಾತ್ಮಿ

ಗಿಡೆ ಧ್ಯಾಯೀಂಗೋಳಿಪ್ಪು ಸಂಸಾರವನುರದೆ ಮಹಾಸತ್ಯಾನುಂ

[ಮುಂಬಿಂದವೇಳಿದಂ

ಗಡೆಜನ್ಮಾರಣ್ಣದೋಳಿ ಮಿಕ್ಕರನಳಿಸದೇ ವೇಳಿಕ್ಕಾವಾಗ್ಗು

[ಡಿಕ್ರಿ]

2. (a) ಕೈಕೆಗೂ ಸುಮಿತ್ರೆಗೂ ಇರುವ ತಾರತಮ್ಯವನ್ನು ಕವಿ ಹೇಗೆ ವರ್ಣಿಸಿದ್ದಾನೆ ? (b) , ದೋರೆಕೆಳ್ಳಿದೋಳ್ಳಿತಾಯಿತು ತರಣಿಯಾ ಸಂಬಂಧಂ ' ಇದನ್ನು ಯಾರು ಯೂರಿಗೆ ಹೇಳಿದರು ? ಒಿಗೆ ಜೇಳಲು ಕಾರಣವೇನು ? (c) ಅವು ಜಿತ್ತುದಸಭೆ ನೆಲೆಪ್ಪದಸಭೆ ತಿಯೀಜ್ಞಾನುಪ್ರಯೋಧಿ ಸಭೆ - ಈ ಮಾತನ್ನು ಯಾರು ಅಡಿದರು ? ಇದರ ತಾತ್ಪರ್ಯವೇನು ?

VII. 1. (a) ಜಳಗನ್ನಡದ ಪದಗಳನ್ನು ಪ್ರಯೋಗಿಸುವ ವಿಷಯದಲ್ಲಿ ಸೃಪತ್ವಂಗಣ ಅಭಿಪ್ರಾಯವೇನು ? (b) , ಯಂತ್ರವಿಲಂಘಿಸಿದಿಂದರಿಬಶ್ತಿ ಕಂಸುಡಂ ' ಎಂದು ಕೆಲವರು ಹೇಳುತ್ತಾರೆ. ಈ ವಿಷಯದಲ್ಲಿ ಸೃಪತ್ವಂ ಗನ ಅಭಿವುತ್ತವೇನು ? (c) “ ಶ್ರುತಿದುಪಟ್ಟ ” ಕೂಡು “ ಶ್ರುತಿಕಣಣ್ಟು ” ಕೂಡು ಭೇದವೇನು ?

2. ಮನದೆ ನೆನದೆವರ ಕಿಡುಗುಂ

ಜಿನಾಧಿಪಾ ನಿನ್ನ ಪಾಪನಿಷತ್ಯಂ ಗಂಣವುಂ ।

ಮುಣಿಗಳುಮದರಿಂ ತ್ವತ್ತೈ

ವನೆಯಿಂ ಕಿಡಿಸಲ್ಪಿ ಪತ್ತಿದೇ. ಸಂಸೃತಿಯಾಂಗಿ ।

ಇದರಲ್ಲಿ ರುವ ದೋಷವೇನು? ಆ ದೋಷವನ್ನು ತಪ್ಪಿಸಿ ಇದನ್ನು ಗಢಿ ರೂಪವಾಗಿ ಬೆಳೆಯಿರಿ. 8. “ನಿಸಂಧಿಯೆಂಬುದು ದೋಷಂ”. ಎಂದು ಹೇಳಿ ಉದ್ದಾ ಕರಣಾಭಂಡವಾಗಿ ಕೊಟ್ಟಿರುವ ಪದ್ಧತಿ - ಜನಪಡಿಗೆ ವೀಸಂಗೆಯಂ ಪೂರಜನಮೆಲ್ಲಂ ಬೀರುತಿಪರಾಗಳ್ಳಿ ತಾವುಂ - ಎಂದು ಅಜ್ಞಾಹಾಕಿದೆ. ಇದು ಸರಿಯೇ? ಹೇಗೆ? ಇಲ್ಲದಿದ್ದರೆ ಹೇಗೆ ಇರಬೇಕು?

VIII. 1. ಇವುಗಳ ಶ್ಲೇಷಾಫಂವನ್ನು ವಿವರಿಸಿ:—(ಆ ಒಂಡಿಲಕ್ಷ್ಯ) ನಕ್ಷತ್ರಮೂಲಿಯಂತೆ ಒತ್ತುಶ್ಲೇಷ ಶ್ರವಣಾಭರಣಭೇಷಿತೆಯಂತೆ, ದಿವ್ಯ ಕೂಂತಿಯಂತೆ ಕುಂಎಸೆಯಂತೆ ಅರಣ್ಯ ಕವುದಿನಿಯಂತೆ ಮಾತಂಗಕುಲ ದೂಪಿತೆಯಂತೆ, ಮಥುಮಾಸಕುಸುಪುಸಮೃದ್ಧಿಯಂತೆ ವಿಜಾಯಿಯಂತೆ ಮಾರಿದರ್ಶಾಳ್ಳಿ. 2. (a) ಮಾವಿನಮುಕ್ತದಲ್ಲಿ ಅನಂಗಿಧಿಪತ್ನಿವನ್ನು ಕವಿ ಹೇಗೆ ಆರೇಳಿಸುತ್ತಾನೆ? (b) ವಯುಃಪರಿಣತಸಾದೋಡೆಂ ಬಿಸುಡಲಾ ಪರನೆ ರಾಗಿ ನಿಸಗ್ರಾಭಿವರುಂ. ಇದನ್ನು ಕವಿ ಹೇಗೆ ಸಮಾಧಿಸಿದ್ದಾನೆ? (c) “ಪ್ರಾಗೇಷಂ ಪರಿಜಾಸಕಸಂವಶೋಕವುಂ”-ಏನೆಂಬು ಹೊಗಳಿದನು? ಪರಿಜಾಸಕನ ಸ್ತೋತ್ರದಶಿರುವ ಉಮತ್ವಾರವೇನು?

IX. 1. ಇವುಗಳ ಅಭಿವೇನು? (a) ಬಿಟ್ಟೆಕ್ಕು, (b) ಹೈಕುಂಧಾ, (c) ತೀಂಗಳಿಗೆ, (d) ಅರುಗುಲಿ, (e) ದ್ವಾಂಗುಡಿ, (f) ಅಗುಂದಲೀ. 2. ಇವುಗಳ ತತ್ವವನುವೂಪವೇನು? (a) ಗಾನ, (b) ಕಾರಿಣಿ, (c) ಸವತಿ, (d) ದವಳಾರ್, (e) ಉಂಗುಳಿ, (f) ಅಸುಗೆ. 3. ಇವುಗಳಲ್ಲಿ ರುವ ವಾತ್ಸ ಕರೆಣ ವಿಶೇಷವೇನು? (a) ತಳೆವಿದರ್ಶಾ ರಾಜಾಜ್ಞಿಯಂ ಮೂತ್ತಿಕೆಗೆಂಡೆಳ್ಳಂ, (b) ಪ್ರಾತಿರಿಪುನ್ಯಸಹಿತೊಡಾಮುಣಿರಂಜಿತಪಾದನಧಿಕೆಸತ್ಯಗುಣ್ಯಕಾಗ್ರಣಿಗಾ ಸೃಪಂಗೆ, (c) ಕಾಲಸೆತ್ತತ್ತತ್ತಿರಲ್ಲಿಪ್ರಕೃಸತ್ಯಪಡಸುಖಾಸೀನ ನಾಗಿದರ್ಶಂ, (d) ಅಮೃತಕಡಲೋಳ್ಳಂ ಮುಂಳಂಗಿದಂ. 4. ಇಲ್ಲಿ ಸೂಚಿತವಾದ ಪ್ರಾವಂಕರ್ಥಯೇನು? ಸಂಕ್ಷೇಪವಾಗಿ ಬೆಳೆಯಿರಿ:— (a) ಮೂರುಂ ವಿಕ್ರಮಾಧ್ಯಾಸವಾಯುಂತುಮುಂಂ ಜಕ್ಕಿಗೆ, (b) ದೃತ್ಯಮ ದಂಸನನಿಸಿದೆವಂ ಕಪಟೆದಿಂದೆ ವಿಲಾಸಿನಿಯಾದಂ.

X. 1. ಇವು ಯಾವವ್ಯತ್ತಿಗಳು? ಗಣವಿಭಾಗವಾಡಿ ತಿಳಿಸಿ:— (a) ಮಧುತ್ರಿಪುಂಜಾಪಾಲಂ ಹೇಳಾವಕ್ಕಿಕ್ಕೆತಮುಂಡೆಲಂ, (b) ಉವರಾಧಿಪತಿ ಶಂಡನಂಡನಾ. 2. ಇವುಗಳ ಲಕ್ಷಣವೇನು? (a) ಮಾಡಿನಿ, (b) ಉ

ತ್ವಾರ್. 3. ಯೆಮಕೆ, ಉತ್ತೇರ್ಕೈ - ಇವುಗಳಿಗೆ ಒಂದೊಂದು ಉದ್ದೇಶೀಯಾಗಿ ಕೊಡಿರಿ. 4. ಇವುಗಳು ರೂಪ ಅಲಂಕಾರಗಳು ಯೋವುವು?

- (a) ಗಿಖಗಳು ಪಸುರೆರಕೆಯೆಂಬ ಒಳೆಯ
ಪ್ರೋಸ್ ಬಿಜ್ಪ್ಲಿಗೆಗಳನ್ನಿಗಿದುವು ತಣ್ಣಿ ಲರ್ಟಂ.
(b) ಇರ್ರಿಂಲ್ಲಿದಿಂಗಂಡ್ವಿಧು
ಸರ್ವಾನೆವೆರೆ ಜಲಕರ್ನಾಯ್ತು ಹ್ರೋಸನ್ಹಿಂಗ್ಳೋ.

WEDNESDAY, 10TH DECEMBER, 2 TO 4 P.M.

KANARESE : TRANSLATION.

I. Translate into Kanarese :—[See Hindustani Translation paper, page 226.]

II. Translate into English :—

1. ಕಿಡಿವಿಡಿಕಪ್ಪರ್ ಸುಗಿದುವೆಯ್ದೀಗೆದಂ ಕವುತ್ತಾಧಿಪಂಡ
ಲ್ಪಜೆಡಿಗಳು ಫಳಪ್ರಾಧುವೋಗಂದಿರಿದಂ ದೆಸೆಯಾನೆ ವೂ
[ಕೆಕ್ಕಿಂತರ್]
ಲ್ಪಜೆಯುದೆತಗ್ಗಿ ವುಂಗಿ ದುವಿಪಕ್ಕೆಂಬಾರದೊಳಿದಸೇದೆಯೆಂಂ।
ಕಿಡಿಸಿತನೊಜನಿಂತಳ್ಳಿವ್ಯಾದಿ ನೆಲಸನಿಜಣಾಕು ದಂಡದೊಳ್ಳು
2. ಕರ್ನಾಸೆದತ್ತು ಕರ್ನೀಸೆಲವಿತ್ತು ಮನೋಜ್ಞಿತೆವೆತ್ತು ತಳ್ಳಿಸಿಂ।
ಗರಗಳಭಿತ್ತು ವ್ಯೇಧವದಗೇರತ್ತು ವಥ್ರೆದಮಿತ್ತು ಲೀಕವೇ।
ಭರತಲೀಗುತ್ತು ಶೂವನಿತಾಳಿದಮಾಂಗುತ್ತಿಮುತ್ತುನೇರ್ಜೆಲ।
ಉಷ್ಣಿಪುಸತೆತ್ತು ಕುಂಡಿನಪ್ಪೆರಂಮುಣಿವೆಂಡನಂಭ್ರಾಗೋಪ್ಪೆರಂ॥
3. ಮತ್ತು ಪಂಬ್ಲಿ ಕೆಲಸ್ತು ಇಯನಿಪ್ಪುಲಿರ್ವಂ ಕೆಲಾಕುಕಲರು ಮುಂ
ಡಾತ್ತು ರಾಘಿವಸೆಲ್ಲದೆ ಪದಪಲ್ಲಿವರಾಗದಿಂ ನಿಬಿಲಪರಿಜನಪನೋರಾಗಮು
ನೋದ ವಿಸಲು ಮನಾಯ್ದು ವಿಯ್ದು ಇಚಿನಯೇರ್ಭಾಗ್ಯಿ ಸಿಂಹಾಸನವೆಂ ಪದ್ಮು
ಭವಿರಿಸಲುಂಕಿಂಬಿದುನ್ನು ವಿತರ್ಣುಲತಾಂಡಲವಿನಪಿಲಯಾಟಕ ಮನೋ
ರಥಮುಂ ಸಫಲಂಮಾಡಲುಂ ಭುಂಜಪ್ರತಾಪತಪನತಾಪದಿನಸುದ್ದೃತ್ತು ದಾಜ
ಪಂಡಲಮುಂ ಪಂಸುಳಿಸಲುಂ ನಿಷ್ಕಾಲಿಸಕ್ಕುಪಾಣಿ ಧಾರಾಜಲಭಿಯೀಂ ಶರ
ಣಿಗತ ಕುಂಭತ್ತುಳಮು ನೊಳಕೊಂಡು ಕಾಯಲುಂ ಪೆಱಸ್ತು ಇಂಯು
ಎಂದು ಕೈಕೆಯ ಕೈತವರ್ಕೆ ಕನಲ್ಲಿನಲ್ಲಿ ನಡಿವಸಿದಿಗಳ ನಾಡೆಸು

ತ್ವಂ ದಿವಸದವಸ್ಥನ ಸಮಯದೊಳ್ಳು ಪ್ರದರ್ಶಿತಾಗದರ ಭಟ್ಟುರಕರ
ಬಸದಿಯಂ ಹೊಕ್ಕೆಂ. 4. ಎಲ್ಲೆ ಕುಮಾರನೆ ವಿದಿತಸವಳಿಸ್ತುನಾಗಿ
ವಿನಿತನಾದ ನಿನ್ನೆ ಉಳಿಸಬೇಕಾದ್ದೇನೂ ಇಲ್ಲವಾದರೂ ಈ ಪ್ರಪಂಚ
ದಲ್ಲಿ ಹನುಮತ್ತಿರೆ ಲೋಕೇಶ್ತರವಾದ ಸಿರಿನವಯೋವನರಾಷ್ಟು
ಪ್ರಭುತ್ವ ಇದೊಂದೊಂದೂ ದುಸ್ಪತವನಿಸುವುದು. ಇವು ಒದವಿದಾಗ
ಎಂತಕರಿಗೂ ಭಾವವೇ ಭಿನ್ನಿಸುವುದು. ಆಗ ಮಾನಸಿಕ ವಿಕಾಸವಿಲ್ಲಾ
ದವರೇ ವಿರುದ್ಧ. ಸಿರಿಯೀಂಬಿಜ್ಞಪ್ತಿ ವ್ಯಕ್ತೇತ್ತಿಜ್ಞರಣಾಂ ಕೇಡಿಸು
ವುಮು. ಭಕ್ತಿದ್ವೈಷವನ್ನು ಇಂಮಾಡುವುದು. ಪ್ರಯೋಜ್ಞ ಪ್ರಾಣಾಪದ
ದಂತ ಪ್ರಾಸ್ತವಾಗಿ ಕಣ್ಣ ಕಾಣಿಸುತ್ತಿದ್ದರೂ ಕಿವಿಕ್ಕೇಳಿಸುತ್ತಿದ್ದರೂ ನಿರಿಂ
ಮ್ರಿಯರಿಗೆಂತೂ ಅಂತು ತತ್ವವಂ ತಿಳಿಯಲ್ಲಿಯದು. ಆ ಐಸಿರಿಯಾಗ
ಮತ್ತುತೆಯಂ ಮನಕ್ಕೆ ಕಿಲಿಸಿ ಸರ್ವಾಖಿವೇಕವಂ ಸೂರೀಂಡಂ ಗೂಢಂ
ಸರ್ವಾಸವಂ ತಪ್ಪಿಸಿ ಸರ್ವಾಸುಖಗಳಾಧನವೆನಿಸಿ ತಾನೇ ಶಾಷ್ಟಿತವೆಂಬಂತೆ
ಮಾನಾಂ ವೇಳಿಸುತ್ತಿರುವುದು. ಇಲಪ್ಪಮಾತೇಕೆ? ಮುಖ್ಯವಾಗಿ
ಮಾನ್ಯ ರವಮಾನಿಸದೆ ಬುಲರಿಗಂಕಾಶಗೊಂಡದೆ ಆಯಾಮಯಾಂದಮಾರದೆ
ಅಯ್ಯಾಯ್ಯಾಯಗಳಲ್ಲಿ ದೂರದಕ್ಷಿಯಾಗಿ ಪ್ರಕ್ರಿಯಾಂತ್ರ ಚೆಚೆತ್ತಿರದು
ದೀರ್ಘ ಏಷಾವಿಪ್ಪನ್ನರಲ್ಲಿ ದಯವಾಡುವ ರಾಜನೇ ಪ್ರಕೃತಿ ರಂಜಕನೆನಿಸಿ
ಇಕ್ಕಾರೆಗಳಲ್ಲಿ ಸುಖಿಸುವನು.

WEDNESDAY, 10TH DECEMBER, 4-5 TO 5-5 P.M.

KANARESE : COMPOSITION.

[See Hindustani Composition paper, page 230.]

“ ಈಗಿನ ಕಾಲವಲ್ಲಿ ಸಭಾಮಂಡ್ಯದಲ್ಲಿ ಭಿರುವುದೂ ಪ್ರದು ಹೀಡಿಕೊಂಡಿರುತ್ತಿರುವುದಕ್ಕೆ ಮಂದುಪ್ರಣಿದ್ಯಾ ಕಲ್ಪನೆಯೋಂದೇ ಕಾರಣವಲ್ಲ ದಿದ್ದರೂ ಅದು ಮಂಜುಖಿಂಬಿನಿಗಿದೆ.” ಈ ವಿಷಯವನ್ನು ಕರ್ತರಿತು ಬಂದು ಉಪನ್ಯಾಸವನು ಬೆಳೆಯಿರಿ.

WEDNESDAY, 10TH DECEMBER, 10 A.M. TO 1 P.M.

MALAYALAM: TEXT-BOOKS AND GRAMMAR.

I. செல்லும் கிராண்ட் கூரை எவ்விடை வெறி எத்தகையதை உண்டானால். அதைப் படித்து முறையில் வெறி வேரை கீழே கிராண்ட் கூரை எவ்விடை வெறி எத்தகையதை உண்டானால்.

ஈடுகட பேருக்கு பாது. அரூட்கம்மனிக் குழுமங்களிலோரும் வெள்ளவாயிலும் கொழுப்பிலும் உண்டாலினா கவிக்கு எடுக். எடுப்பாரிக் கிழவானாக்கட தூதிக்கிள் ஏது அரூட்கம்மக்களும் ஒது நேர்க் காத்தால் கிறபொவி வலித்திட்டுக்.

II. செஷ்வாரம் குமக்கிழுடு மூலமும் ஒதுக்கம் கொப்பத்தோல்வி பூராண ஸஂயதிக்கிள் நினை ஏவெற்றும் கேலேசுதி கால ஹதில் செய்திட்டுக். அது கேலேசுதிக்கெல்லைக் குவித்துக்களை யிட்டிலை மூலங்களை ஏதானாலும்நீண்ட ஏழுதுக்.

III. 1. சூதனைக்கில் மூலப்பேர்ணால் வாழுங்க
சூதங்காலிப்பிஜாதமறு போலை.

2. மூலாஜீஸ்திரை கருதகை காலவா பாயக் குதின்திட்டும்.
நூவகி ஏதுகை சூத்தூஶி பெண்டு செஷ்வாரன்தில் நினைங்
கூடாரங்காலவாதில் நினைா ஏதுது ஏழுதுக். 3. செல்வழிஇடு
நூவாந வத்திக்கென்தாய மேற்காம் ஏழுதி அதிலும் அங்காரங்கை
விபரிக்.

IV. தித்தாவித்த டாம்ரதாநகிபோகை
வித்தாமாவாம வித்தாநாசி
வித்தாஶ ஸாத்தா வித்தாநாந்திதா
கந்தாந்திவாசிக்குலாக்காலக்கிதா.
ஒடு மேற்காத்தின்ற அந்தம் ஏழுதுக்.

V. 1. ஸாஸ்தாக்கயிலுக்கு குது குவித்தை ஹயாக்கிளக்கில்
அதுகைப்பார் உண்டாவுங்க புதுங்கால் ஏவெற்றும்நீண்டான மாடி
யாதாக அக்கிப்பாவு. 2. (a) ராவஙாந்த ஸுகாப மூலங்கால
ஞான ஏதானாலும்நீண்டா அவெந்த வாக்கக்கிள் நினை. (b) அவ
எந்த ஏற்காடுக்காலக் காக்கில் நினை. (c) அவ
எந்த ஏற்காடுக்காலக் காக்கில் நினை முஷிக்காவுக்கைக்குலக்குல
ஏழுகி ஏழுதுக்.

VI. 1. « மதி நஞ்சாட வங்கேந்திர
கதிவெங்காலுநை கிழுக்கொங்க. »
ஒது அந்த அரூடோடு பாடுகூ. ஜாங்கி பூதினாய்க்கிள்குட

எனிலும்தாய் வதி என்னெல்லாம்; ஏனும் என்னிலை கலாசிட்டி. 2. “எனக்கள் :— என்னால் இவ்விடை (என செய்விடில் பராய்வு.) தாங்கள் : (ஸ்வீகார்ப்பாக்கம் அடிக்கடி) உழைப்பு! நினைவு அதுவோவான என்னாலில் கண்டு.” அதுவோவான என்னாலியினால்? 3. காலை :— மாதிரிகளை காட்டிச் சூப்பாக விசுவாரம் கொண்டு பூத்துறையின் விபரநிதமாயிட என்ற சொல்லிதழுப்பாயி - பூத்தும் என்ற? சொல்லிதழுப்பாயி?

VII. 1. ராணு ஸ்விதையை கண்டதாயி காலைக்கு ஏதேனும் போல்கொண்டு. என பக்க சூரையைப் போல்கொண்டு ஒப்பாயிக் காலைக்கும் உண்டால்தீர்க்கு து ஷது வியங்? 2. சௌகாண்மீதுபூந் ராணு வழிக்கொணவியா, ராணுந்து சிறுபால் காலை ராவணையை விழுப்புப்பார்வையை கொண்டு தாய் அங்கிலுாயா, ராணு மாந் பேடக்கழுதெட நேர்த்துறை வழிக்கொடு. என் செய்வைப்பால் ஏதுமிருக்கு.

VIII. 1. அபங் பூசைக்கு ரல்லுக்கலாலே காலைக்காலை! கொணவிலை.

2. பட்டுமஜாமாத தங்காந் வழிகொணவிரு துக்கா, பட்டிகாரம்பிதுப்பிரிசுவை பாண்டுந் கிளிஞ்சுந்.

3. மராகி காற்றுப்பிய மாகைம்பாலை.

4. ஹுக்கிவை நீரைக்கொண்டுகொஞ்சு செய்யாக் ஹுக்குயிய செய்யுமலர் வருதைக்கா.

மேல் எழுதிய வரிக்கழுதெட பூத்தும் உக்குள்ளாலை காலைதழுத்துக்கொடுக்கு.

IX. 1. ஸபிதை பூமியூர் ஹுவ ஹானமேயை.

2. ஏதுகாவிதலாக்கு ஹுக்குள்ளாலைக்கொண்டுபொது நீலைத்துக்கு கிளைக்குப்பிவாகை.

3. என் பானாகி என்னிலை குமாரன்துவதில் தங்கிட செய்தி விக்கொண்டு.

X. 1. பூத்துரைக்கா, வித்தூயாதாஸம், விகுமா, அங்குரையுவ காரம், ஸுங்காபம்; ஹுவ விவரிதூ ஹுவக்கை கடை ஹுலாவாஸம் கிட்டு ஸங்கூதிக்கிணங்க எழுதுக்கொடு. 2. ஹுக்குறும், அங்குழுந்தி, அங்கைஞ்சுப்பும், விழுப்புக்கம்ம. ஹுவ என்னெல்லாம்? 3. “யீங்கு” என கண்ணின் காம்பாந்து அருங்? ஹுக்கு என்னிலை அவையுமாம்ம என்ற?

மெறுக்கூட அதனுடையால்தகிணம் ஸதீபர்வாகை யான் கழை மலித்தினம் கமாஸூலவதறில் கொடுத்த உலாவானாலோ எவு? 4. யிமுவாள்ற கொடுத்திருக்கும் அலவமாக்கை அதிகும் கணம் ஏன் கானிகள்தும் ஒன்றின்ற ஸிரி கானிகள்தும் அதுவு சேஷ்காலம் கமாஸூலவதறில் நின் ஏத்தன ஏழுதுக.

XI. 1. “ஹதரம் பலபல வாழுகரு அவழிட்டு ஒத்துவனக் கேட்டு விடுவதும் ஒன்றும்” என்றலூா? 2. அவாசுத்துவம் ஏன்று விடு? ஹதினெல்லாம் தாநதூகாலாக்கை வேஶ்ரங்கை அதி பூஷா என்றாலீன. 3. “அம முப்பத்தொல் வர்ஜவும் என்” - ஹதிலை ஸுநா என?

XII. 1. (a) தொவாரிவை தள்ள ஒத்திலும் காதிலும் அனாலு வதொடு சேந்து கூக்கிக்கும் காலம்.

(b) காக்யி பளிதுவதியிலிழுமிடல்தீ.

(c) மொத்திழு உன்னிகாலுக்குப்படுகிற்.

(d) பெஞ்சை தீட்டுப்பூநூல் குறைநாம்.

(e) மத்தும் கொட்டு வயங்குவிடு குடுக்கிணம் ஸத்துமகாண்டு தேன் ஒத்துவும் டாரிட்டும்.

துவஷுட அதம் பூந்தாயி ஏழுதுக.

2. (a) கூஞாலுவது பூந்து வைக்குவதை நிலை.

(b) மொக்கையிட்டு கேட்டு வாடு ஒயிக்குவான்.

(c) ஸிலம்பும்பூநைக்காக்குவதையீலைன.

(d) என்னென் எங்போடிடுகையை முகித்து மானம் குதிக் காடுகளை வேட்டு.

துவஷில் கிழுரவிட பலன்தூட வூக்களை புதியரசும் பரவுக.

XIII. மாதாநத காலதூதிக் குவாஸூலதைக்கூட குப்பதைக்கூட நில ஏராவதைன. பேரால் ஸபந்து பூந்தாக்கான் அதிக கிளியுடை மூ கிடைக் கொள்ள ஏராதான் தத்தும் அனாலாவிக்கொல்.

WEDNESDAY, 10TH DECEMBER, 2 TO 4 P.M.
MALAYALAM: TRANSLATION.

I. Translate into Malayalam: [See Hindustani Translation paper, page 226.]

II. Translate into English:—

1. പുഞ്ചൻ നേർ വാണിബാലെ സുഭവി

വിശ്വവിജയം പോകനിഃന്തിം

സ്വാദന സശനതാഖയേറും തരചതിനിഹതെ

വന്നണാൻ നിന്നിട്ടിഡിം

ഞാന്തനേടാവം ഗ്രാമിപ്പാനവനിസുംഖിക്കാ

ലപ്രിയം ചൊന്നാതല്ലും

ക്ഷാരത്വാധനത്തകാവം മരികളയി തവാ

തീപ്പുംമല്ലാം തരചനാൻ.

2. ഓ പയപ്പുറ പുണ്ടുചനിടിന റെ

അതിശാസ്ത്രിണങ്ങകം പുലന്വി—

ടായിപ്പുറാധിക തെള്ളം ശടനാളു

ഭവിക്കാണ്ടു നേന്നാണ്ടു ഒഡാട

തിശിൽ ചാടാനോന്നെവട്ടുവരി

ഘുംഖാം ക്രൂത്യാക്കിൻ വെല്ലാ—

ലാംഗിചുംതിക്കോരന്തം ശബ്ദികൾ

പുതിനേന്നാദേവാൻ കാത്രു പാണാർ.

3. ഒ താ.വപ്പു, എഡാചിമാർകടാക്ഷമധികംകാ:ക്കിച്ചിട്ടുവണ്ണി, ദീ

ഡാൻസൈപത്താരുളയാതവിനാധുടംടനംഗംനാട്ടം

[ഇംഗ്ലീഷ്]

ആനവൽ പുക്കൾ റിംബനുപേഡാല വിപ്പാദന തൊന്തനി
[നീൻ അംഗീരയ

തുവിപ്പും കിരാതരാട്ടിജുംലോ ചാരന്തുവാണീട്ടില്ലം.

4. ഇനി ചുജ്ജകാവം അഫിഷുഡണ്ട്രു

ശുനിജനങ്ങളും മാണ്ഡുപോഡലും

മഴും പെപ്പുഡിലിനിച്ചവണ്ണുന്നാരം

വൃഥിജൈ ക്രമിയും വിക്കചില്ലുലും

കൊട്ടിക്കാറുണ്ടായി ഉണ്ടും ടീഫം

പട്ടശീലം പിടിപെട്ടു മഹം താരു
മാതിച്ചുകാൽക്കും പോകിപറക്കും
വിധിച്ചുകന്നംബേ ചെയ്യും
പിളകും ഉക്കും പഴിയൈ ചെയ്യും—
ഒരിക്കുചീരും മുരജന്നതും.

5. പരസ്പരം അപി തഡായും ഉജ്ജി കൃഷ്ണാധന കു രാജീ
വംശത്വിനു കു തജ്ഞ ആവശ്യകരണായിത്തിനാലെന്നു വായനകൾക്ക് ഒര
ക്കു സഖമാക്കിയും. സ്വാധികാരാർഹ ദ്രുഢനാരം പ്രഖ്യാപിക്കും ആ
യ അരംഭം ചെമ്പിവേ മനുഷ്യൻ കാലതാര് വിളുന്നുമാനും മുച്ചുവന്ന
ദശാഘാം സാളും ശ്രാവിന്റെ കീപിലായിരുന്നു. എന്നാലും കിരക്കു
വശമുള്ള പട്ടിഞ്ഞാറു വശമുള്ളും സാലർഡിനിൽ അപേക്ഷാട്ടയുന്നു
പച്ചാഞ്ചേരിൽ രക്ഷിക്കാപ്പെട്ടുനാതായ ലക്ഷ്മിണാപാത്രനിലെ ഏതൊന്നു
തനിൽ, ധനം ചുപ്പിച്ചതിൽ അതിനിപുണ്ണാഖായ ശരൂക്കിക്കും കുടി
അപാരമിന്നുന്നാരായ കു ജാതിക്കാർ ഉണ്ടായിരുന്നു. സ്വപ്നതേ ദുലു
തിപരംജാംബാവിതനും ഇവർ ദോശരാ തലമുമാനതിൽ നിന്ന് ഏറ്റവും
കുറുന്നുമാരായിരുന്നതു കൊണ്ടു അരംഭം ചെമ്പിവേ മനുഷ്യൻ തിരിച്ചു
കുറുന്നുമാനും പിഴയയംജാവിനുന്നില്ലെന്നു ഭാത്രഭ്രം പ്രഖ്യാപിക്കും;
കു കുടി ആവിതനും. നാലുപുന്നരും ശരൂക്കിയിൽ ഏതുക്കൈപ്പെട്ടു
ഭോഗിച്ചയിപ്പത്രിക്കിന്റെ അധ്യാപതനാവാപനമയിൽ ബുദ്ധിജാനം
ശക്തിജാനാ ആവു കു നാശകനും ഉണ്ടായിരുന്നു വെങ്കിൽ ഒരു ജീവി
ക്കാം സ്വാത്രാരൂപങ്ങളും ഉന്നാറിവെയും വിക്രൂതാനും പ്രാഹിക്കാം
ജാഡിതനും; എന്നാൽ, അപ്രകാരം കു നാശകനും ഏററുവും ആവശ്യ
ജാഡിതനും സജീവത്തിൽ തേനു അവർക്ക് ലഭിച്ചു. ആ നാശകനും അം
ശി ചീപണം.

11

WEDNESDAY, 10TH DECEMBER, 4-5 TO 5-5 P.M.

MALAYALAM: COMPOSITION.

[See Hindustani Composition paper, page 280.]

“ബഹുജന സഭക്കു ചെയ്യുന്ന പ്രസാദം ഇക്കാലം കിരണ്ണവ
നാഡിക്കുന്നതിനു ആകാരാനുഭവുകില്ലും മലുക്കാനും അർച്ചക്കി നട
പ്രാജ്ഞ ചന്ദ്രതന്നും” എന്നതിനെക്കും കു ഉപന്യാസം ചീരുക്കും

WEDNESDAY, 10TH DECEMBER, 10 A.M. TO 1 P.M.

URIYA: TEXT-BOOKS AND GRAMMAR.

I. (କ) ଭଗବତ ଦଶମୟୀନରେ ଶ୍ରୀକୃଷ୍ଣଙ୍କର କେଉଁ କେଉଁ ସ୍ଥାନର ଲୁଳାବ୍ୟକ୍ତ ହୋଇଅଛି?

(ଖ) ରତ୍ନ, ମାସ, ପକ୍ଷ, ତିଥି ଇତ୍ୟାଦି ସବିଶେଷରେ ଲେଖି ଶ୍ରୀକୃଷ୍ଣ ଜନ୍ମର ସମୟ ନିର୍ଦ୍ଦେଶ କର ।

(ଗ) ଶ୍ରୀକୃଷ୍ଣ ଜନ୍ମ ହେଲାବେଳେ ବସୁଦେବ ତାହାଙ୍କର ଯେଉଁ ରୂପ ଦେଖିଲେ ତାହା ବର୍ଣ୍ଣନା କର ।

(ଘ) ପୂତନାର ଗୋପପୁର ପ୍ରବେଶ ଓ ପୂତନା ମୋକ୍ଷଣ ବର୍ଣ୍ଣନା କର ।

II. (କ) ଗୋପପୁରବାସୀମାନେ ପୂର୍ବସ୍ଥାନ ଶୁଣ ବୃଦ୍ଧାବନକୁ କାହାଙ୍କି ଗଲେ?

(ଖ) ବୃଦ୍ଧାବନକୁ ଗଲା ଉଭାରେ ଶ୍ରୀକୃଷ୍ଣ କେଉଁ ଦୂର ଅସୁରକୁ ବଧ କଲେ?

(ଗ) ଧେନୁକାସୁର ବଧ ବର୍ଣ୍ଣନା କର ।

(ଘ) କାଳୀପୁ ମର୍ଦନ ବା ମୋକ୍ଷଣ ବର୍ଣ୍ଣନା କର ।

III. (କ) ନନ୍ଦ ବନୀ ହେବା ବିବରଣ ଲେଖ ।

(ଖ) ଶଙ୍କଚୂଡ଼ର ପୂର୍ବଜନ୍ମ ଓ ମୋକ୍ଷଣ ବୃତ୍ତାନ୍ତ ଲେଖ ।

(ଗ) କଂସପଂହାର ବର୍ଣ୍ଣନା କର ।

(ଘ) କଂସପଂହାର ହେଲା ଉଭାରେ ଶ୍ରୀକୃଷ୍ଣ କାହାକୁ ଘରସ୍ଥରେ ଅରଜନ୍ତ କଲେ?

IV. (କ) ଚଉର୍ଦ୍ଧଶାଷ୍ଟି ବେତାଳପଞ୍ଚବିଂଶତି କାହାଦ୍ୱାରା ବିର
ଚିତ ?

(ଖ) ନାନାଦିଧ ରାଗବରାଗିଣୀବିଟିଙ୍କୁ ଅନ୍ୟ ଏକ ବେତାଳ
ପଞ୍ଚବିଂଶତିର ରଚିତ କିଏ ?

(ଗ) କନ୍ୟା ବନବାସକୁ ପଠାଇ ନରବର । ହୁରି ହୁରି
ଶୋକେ ତ୍ୟାଗ କଲେ କଲେବର । ” କନ୍ୟାକୁ ବନବାସ ପଠାଇ
ଥିବା ନୃପତିର ନାମ ଲେଖ ପୁଣି କିଏ ଦୋଷୀ ଅଟେ କହ ; ଦୋଷୀ
ହେବାର କାରଣ କଥା ?

(ଘ) “ ଗଣାକୁ ଯେ ବର ଯାଇଥିଲା ଫେର ତହିଁ ।

ମିଳନେ ଦେଖିଲା କନ୍ୟା ଉଠିଲଣି ଆଇ ॥

ସେ କନ୍ୟା ନିମନ୍ତେ କଳି କରେ ତନ ବର ।

ବିରୁ ଯୁକ୍ତ ଦିଅ ନୃପତି ଏଥର ॥ ”

କନ୍ୟା ଓ ବରମାନଙ୍କର ନାମୋନ୍ମେଣ କର ପୁଣି
କନ୍ୟାର ବାସପ୍ଲାନ ପୁଣି ପିତାର ନାମ ଲେଖ । ଏ କନ୍ୟାକୁ କେଇ
ବର ବିବାହ ହେବ ? କାରଣ ନିର୍ଦ୍ଦେଶ କର ।

V. (କ) ବର୍ଷମାନ ନଗରାୟପତି ଖୁପସେନ ଓ ବାରବର
ନାମକ ଅନ୍ୟ ଏକ ଘଜସୁତ ପୁଣି ବାରବରର ଭାର୍ଯ୍ୟା ଓ କନ୍ୟା
ସମପ୍ରେ ବାଜଲକ୍ଷ୍ମୀକଠାରେ ମୟୁକ ଦେଲେ ; ଏମାନଙ୍କ ମଧ୍ୟକ୍ରମ
କିଏ ଅୟକ ସାହସି ? ଯୁଦ୍ଧ ପ୍ରଦର୍ଶନ କର ।

(ଖ) “ ରାକ୍ଷସ ସଙ୍ଗରେ କଲ ବୁମୁଳ ସମର ।

ଖଣ୍ଡାର ଅସିରେ ଛେଦଲେ ତାର ଶିର ॥

ଅନନ୍ତେ କନ୍ୟାକୁ ଦେନ ତହିଁ ବାହୁଡ଼ିଲ ।

ହରବାସ ଗୁହେ ଯାଇ ଉଗସ୍ତିର ହେଲ ॥

କନ୍ୟା ପାଇ ସରଦାସ ଅନନ୍ତ ହୋଇ ।
ମନେ ଲାଲେ କାହାକୁ ଏହାକୁ ଦେବ ମୁହଁ ॥
ତିନି ବର କହନ୍ତି ଯେ ମୁ ନେବି ମୁ ନେବି ।”
“ଏ କନ୍ୟାକୁ କିଏ ପାଇବ ? କାହିଁକି ?

- (ଗ) “ମିତ୍ର - କବନ୍ଧେ ଉତ୍ତର ଶିର ଯୋଡ଼ିଲା ।
ଉତ୍ତର - କବନ୍ଧେ ମିତ୍ର - ଶିରକୁ ଦେଲା ଯେ ॥
ତଣ୍ଡଣେ ଉଠି ବେନି କଲେ କଳନ୍ତି ।
ମୋର ଏ କନ୍ୟା ବୋଲି ପାଇଣ ମୋହ ଯେ ॥”
“ଏ କନ୍ୟା କାହାର ହେବ ? କାରଣ ଦିଅ ।

- (ଘ) ଚଞ୍ଚକେଶର ନରପତିର ତ୍ରୁପୁରସୁନ୍ଦରୀ ନାମୀ କନ୍ୟା
ଥିଲା । ସେ କନ୍ୟା ପିତାକୁ କହିଲା—“ଯାର ସବ ବୁଧ ବଳ
ଜ୍ଞାନ ଏ ତୁମ୍ଭେ । ସେହି ପୁରୁଷକୁ ମୋତେ କରିବ ପ୍ରଦାନ ହେ” ।
କଥା ବର୍ଣ୍ଣନା କରି ଶେଷ କର ।

- VI. (କ) ଯେବେ ସ୍ଵବଚନ ପ୍ରମାଣ କରି ପାରୁ ବାନନ୍ଦ
ତେବେ ଆଦେଶରେ ମୋହୋର ସେବକର ଭବାନି । ହୃଦୟ ରୁ
ମାନସେ କଳ୍ପନା ପୁଣି କିଛି ନ ଦେଖି ॥ ଗଜା ଓ ସେବକ
ମଧ୍ୟରେ ସତ୍ୟାକ୍ରମ କିଏ ? ହେତୁ ନିର୍ଦ୍ଦେଶ କର ।

- (ଖ) ତିନି ଗଣୀର କଥା ବର୍ଣ୍ଣନା କରି ସେମାନଙ୍କ ମଧ୍ୟରେ
ଅୟକ କୋମଳାଙ୍ଗୀ କିଏ ଉଚ୍ଛ୍ଵେଷ କର ।

- (ଗ) “ତା ଦେଖି ଗୁହ୍ନୀ ଦ୍ୱାଳ ହୋଇଣ କୁପିତ ।
ନିଜ କ୍ରାନ୍ତିଗାନ୍ତି କଲା ଘରୁ ନିଷ୍ଠାଶିତ ॥ ଯାଆ ଯାଆ ମୋର ଘରୁ
ବ୍ରହ୍ମବିଦାତିମା ।”

“ଏ ବ୍ରହ୍ମବିଦିତ୍ୟା ପାପ କାହାର ହେବ ? କାରଣ ଲେଖ ।

- (ଘ) ଘର୍ମାରବ ଓ ଚନ୍ଦ୍ରକେଳି ଶାଗର ଉଦ୍‌ବାହିରଣ ଦିଅ ।

VII. (ক) নিকা, গুনি; মিশ্র, মধুর; অপেক্ষা, উপেক্ষ।
বধ, হিত্যা; এমানকর প্রভেদ বুঝাঅ।

(খ) গৃহগোষ্ঠি যগুণক লেখ।

(গ) গোষ্ঠী বাক্য লেখি তহুঁর চতুর্বিংশ বুপান্তুর
স্মাদন কর।

(ঘ) গৃহগোষ্ঠি শব্দ লেখি ষেমানকর বিপর্যাতার্থ-
বোধক শব্দমন নির্দেশ কর।

VIII. (ক) ভিন্ন ভিন্ন উপসর্গ যোগেরে ধাতুমানকর ভিন্ন
ভিন্ন অর্থ হ্রে, দিঙ্গি ধাতু দেখি প্রত্যেকটির গৃহোষ্ঠি লেখাএ
উদাহরণ দিঅ।

(খ) রং কাহাকু বোলি? তাহা কেতে প্রকার?
হুৱ গোষ্ঠি রংসর উদাহরণ দিঅ।

(গ) বাক্যরচনারে নির্থকতা ও কুণ্ঠতা দোষ
কিপুর হ্রে? উদাহরণ দিঅ।

(ঘ) হুৱ গোষ্ঠি শব্দালক্ষার ও হুৱ গোষ্ঠি অর্থা-
লক্ষারে উদাহরণ দিঅ।

WEDNESDAY, 10TH DECEMBER, 2 TO 4 P.M.

URIYA: TRANSLATION.

I. Translate into Uriya: [See Hindustani Translation paper,
page 226.]

II. Translate into English:—

(1) মহামহোষ্ঠুব জাত যে।

হুথন্তু মহু'র চেত।

তঙ্গুশে ষ্টু'ত হোৱণ ষ্টেত ইবুহেল ষে
মৃত যে॥

ମହିର କହିବା ଗୁଣ ଯେ ।
 କର୍ଷି ଦେଇ ନୃପ ଶୁଣ ।
 ଶିଖ'ର ଯୁଦ୍ଧ ଶାସ୍ତ୍ରରେ ପଣ୍ଡିତ ହେବ ଜହାବ ହୋ-
 ଧନ ଯେ ॥
 ହେବ ପୁଣି ଶମାବନ୍ତ ଯେ ।
 ସନ୍ତୋଷୀ ଉଦ୍ୟମ ବଢ଼ ।
 ମହାସ୍ଵବନ୍ତ ତ୍ୟାଗୀ ଲକ୍ଷ୍ମୀବନ୍ତ ଜିତେନ୍ଦ୍ରୟ ସମ୍ବୁଦ୍ଧ
 ଯେ ॥
 ହୋଇ ସ୍ଵବ ଶଶ୍ବୁ ମତ ଯେ ।
 କାମାର୍ଥେ ନିଷ୍ଠୁରୀ ଅଛି ।
 ଏବ ବିଧ ଜନ ବାହୁ କରି ପୁଣ ମହୀ କରିବ ନୃପତି
 ହେ ॥
 ଏ କଥା କହି ବେତାଳ ଯେ ।
 ବୋଲେ କହି ମହୂପାଳ ।
 କି କାରଣେ ମୃତ ହେଲୁ ସେ ଅମାସ କହି ବିର୍ଗର
 ତହାଳ ହେ ॥
 ନୃପତି ବୋଲନ୍ତି ଶୁଣି ଯେ ।
 ଏଥ କଥା ଶୁଣ ପୁଣି ।
 ଏହ କଥାମାନ ହୃଦରେ ଚିନ୍ତନ କଲା ସେ ଅମାତ୍ୟ
 ମଣି ଯେ ॥
 ଦେଖା ସମାସକୁ ଚେତ ଯେ ।
 ହୋଇବ ଏ ମହୁଭୂତ ।
 ଶଙ୍କ୍ୟର ଚିନ୍ତନ କକରିବ ପୁଣ ପ୍ରଜାଏ ହେବେ ଅନାଥ
 ହେ ॥

ଶକ୍ତ୍ୟ ଲଭିବ ଶପୂର୍ବୁ ଯେ ।
 ଜାଣେ ଏଥରେ ଶାସ୍ତ୍ରକୁ ।
 ଅବଦ୍ୟା ପୁରୁଷ ଦେଖୁନ୍ତ ମାନସ ନରେ ଯାନ୍ତି ଶୌଚ-
 ତାକୁ ଯେ ॥

ନିର୍ବାଧାର ପ୍ରଜାମାନେ ଯେ ।
 ଶୌଚ ହୃଥକ୍ରୁ ଭୁବନେ ।
 ଏକଶ୍ଵର ଶକ୍ତ୍ୟ ଶୌଚତାରେ ଯୋଜ୍ୟ ହୃଥର ପୁଣି
 ତେସନେ ॥

ଏହା ଚିନ୍ତା ମହିବର ଯେ ।
 ପ୍ରାଣକୁ ଶୁଭିଲ ତାର ।
 ଏବାଣୀ ଶୁଣିଶ ବେତାଳ ଯାଇଶ ଲଗିଲ ସେ ଶାନ୍ତି-
 ତାଳ ଯେ ॥

ଶ୍ରୀ ମଧୁସୂଦନ ବାର ଯେ ।
 ଭଣିଲେ ଏ ଭାବେ ଗିର ।
 କଥା ଏକାଦଶ ହୋଇଲ ଚେଳଜ ଶେଷ ଆସି କର
 ପୁନବାର ॥

(2) ପଞ୍ଚ ପ୍ରକାରେ କେଶ ଦାଢ଼ି ।
 କୋପେ କାଟିଲେ ତଳେ ପାତି ॥
 ସଙ୍ଗେ ଯେ ଯହୁବଳ ଥିଲେ ।
 ବୁଦ୍ଧିଶ ସେନ୍ୟକୁ ବେତିଲେ ॥
 ଶଶକେ କଲେ ସବ ନାଶ ।
 ଅଳପ ରହେ ଅବଶେଷ ॥

ନଳିଶ ବନେ ଗଜ ପଣି ।
 ଶଣକେ ଯାନ୍ତି ଯେଜେ ଧୂଂସି ॥
 ସେନ୍ୟ ହୋଇଲେ ବଳ ଶୀଣ ।
 ବନ୍ଧନେ ପଡ଼ିଲ ରୁକ୍ଷଣ ॥
 ରଥ ନିକଟେ ଶାମ ଯାଇ ।
 ବୋଲନ୍ତି କୃଷ୍ଣମୁଖ ରୁହି ।
 ବନ୍ଧନ ଫେତାଇ ବହନ ।
 ରୁହିଲେ ରୁକ୍ଷଣ ବଦନ ।
 ବିରୂପ ଦେଖି ତାର ଦେଖି ।
 ଶାମ ବୋଲନ୍ତି କୃଷ୍ଣ ରୁହି ॥
 ହେ କୃଷ୍ଣ କର ଦୁଃଖ ପଣି ।
 ଅସାଧୁ ବନ୍ଧୁର କଷଣ ।
 ଅସାଧୁ ବୁଦ୍ଧି ଏ ତୋହର ।
 ନିନା କରିବେ ତିନି ପୁର ।
 ବିରୂପ କଲୁ କେଶ ବେଶ ।
 ନାଶିଲୁ ସୁତ୍ତଦ ବିଶାସ ।
 ନ ଜାଣି କଲୁ ଏତେ କାର୍ଯ୍ୟ ।
 ମରଣୁ ବଳିଲାଗ ଲାଜ ॥
 ଏମନ୍ତ କହି ବଳଶାମ ।
 ରୁହିଲେ ରୁକ୍ଷଣୀ ବଦନ ॥
 ବୋଲନ୍ତି ରେବଞ୍ଚା - ରମଣ ।
 କୋମଳ ମଧୁର ବଚନ ॥
 ଜ୍ୟୋଷ୍ଠ ଭୁାତର ଦୁଃଖ ଦେଖି ।
 କିଞ୍ଚାର ମନେ ହେଉ ଦୁଃଖୀ ॥

ଅନ୍ତକୁ ଦୁଃଖ ଗୋ ନକର ।
 ଦଇବ ବଡ ବଳିଆର ।
 କର୍ମେ ଯେ ଦୁଃଖ ସୁଖ ଦୁଇ ।
 ଦଇବ କୃତେ ଯେ ମିଳଇ ॥
 କୃଷ୍ଣକୁ ଗୁହଁ ହଳଧର ।
 କହନ୍ତି ସଂସାର ବେଶର ॥
 ବନ୍ଧୁର ଭୁଲେ ଦୋଷ ଯେବେ ।
 ବନ୍ଧୁ କରଇ ଦୁଷ୍ଟ ଭବେ ॥
 ତାହାକୁ ନ କର ନିରାଶ ।
 ଅପଣା ଦୋଷେ ସେ ବିନାଶ ॥
 ତାହାର ଲଜେ ସେ ମରଇ ।
 ପୁଣି କହନ୍ତି କନ୍ୟା ଗୁହଁ ॥
 ଶତ୍ରୁଯୁ ଧର୍ମର ଏ ଗତ ।
 ନିର୍ମଣ କଲୁ ପ୍ରକାପତ ।
 ଅଛ ଦାବୁଣ ପଣ କଲେ ।
 ଭାଇ ଭାଇ ବଳେ ମାରେ ॥
 ପୁଣି ଗେବନ ମୁଖ ଗୁହଁ ।
 ବୋଲନ୍ତି ସ୍ଵଧର୍ମ ଦେଖାଇ ॥

WEDNESDAY, 10TH DECEMBER, 4-5 TO 5-5 P.M.

URIYA : COMPOSITION.

[See Hindustani Composition paper, page 280.]

“ମୁଦ୍ରାକନର ଅବିଶ୍ଵାର ଆଧୁନିକ ବାଗୁତା - ହ୍ରାସର
ଏକମାତ୍ର କାରଣ ନ ହେଲେ ହୃଦ୍ରା ପ୍ରଥାକ କାରଣ ବୋଲିବ କି
ହେବ ।”

ଏହି ବିଷୟରେ ଗୋଟିଏ ପ୍ରବନ୍ଧ ଲେଖ ।

WEDNESDAY, 10TH DECEMBER, 10 A.M. TO 1 P.M.

FRENCH: TEXT-BOOKS AND GRAMMAR.

I. Correct the mistakes, if any, in the following sentences :—

1. J'ai trouvé des fraises et j'en ai mangé. 2. Ma mère est absenter voici les nouvelles que j'en ai reçues. 3. Autant de parties il a jour autant il en a perdues. 4. Les chansons que j'ai entendues chantée étaient très-mélodieuses. 5. Les enfants que j'ai entendu chante, étaient fort jeunes. 6. Les difficultés que j'avais supposées que vous rencontreriez, vous les avez évité. 7. Il a dit toutes les bonnes choses qu'il a vouluies. 8. Le sang affluent à la tête il en peut résulter une apoplexie. 9. Ce fleuve et son affluent font la richesse du pays. 10. Un fabriquant de verre résident à Paris est un des plus riches résidants de la capitale. 11. On le voit toujours malgré ses richesses fabricant le verre malgré la chaleur suffoquante qui lui cause de violants maux de tête. 12. Il y a longtemps depuis que je l'ai vu. 13. Je ne crains pas qu'il vienne mais je crains qu'il ne meure en chemin. 14. Je ne nie pas que vous soyez appliqué. 15. Nul n'est pas prophète en son pays. 16. Je ne mentirai de ma vie. 17. Je suis un orphelin, je ne connaissais ni père ni mère. 18. Avant que la tempête finite, bien des navires seront perdus. 19. Vous aimez de bavarder, moi je désire à travailler. 20. Je suis plus malheureux que vous l'êtes.

II. Translate into French the following :— 1. I fear lest you should not awake me to-morrow morning. 2. The Emperors of Austria and Japan went to China and are now in Mexico. 3. I would rather that a Zulu came from Africa and governed the people uprightly. 4. Wherever it be I shall not say anything of it. 5. The mistakes which I supposed he would make. 6. Take care lest he fall. 7. Since such is the case, I don't want any. 8. It was not necessary that he should go. 9. It would be necessary that he should come. 10. I did it that it might please you. 11. When going to China take letter paper, I will not send you any there. 12. Should anybody call upon me, tell him I am busy. 13. Whatever you may say, I will not believe you. 14. Would to God he were here! 15. Though he were rewarded, he would not amend. 16. If you loved your king and would oblige him you would not forsake his service at this moment.

III. Explain the allusions in the following passages :—

(a) Voilà le banc rustique où s'asseyait mon père.

La salle où résonnait sa voix male et sévère,
Quand les pasteurs assis sur leurs socs renversés,
Lui comptaient les sillons à chaque heure tracés,
Ou qu'encor palpitant des scènes de sa gloire,
De l'échafaud des rois il nous disait l'histoire,
Et plein du grand combat qu'il avait combattu,
En racontant sa vir enseignait la vertu.

(b) La fortune.... m'a osté le besoing de multiplier en richesses, pour pourvoir à la multitude de mes héritiers. Pour un, s'il n'a assez de ce de quoi l'ay eu si plantureusement assez, à

son dam; son imprudence ne méritera pas que je luy, en désire davantage. Et chascun, selon l'exemple de Phocion, pourveoid suffisamment à ses enfants, qui leur pourveoid, en tant qu'ils re luy sont dissemblables.

IV. Give the meaning of the following archaic words and expressions :—(1) Seramentevoir; (2) gaigner; (3) cabdet; (4) ergotisme; (5) exercitation; (6) ire; (7) morfondement; (8) faineance; (9) quiça, quilà; (10) la chienne cuisante.

V. Render the following into English :—(1) mettre son bonnet de travers; (2) jeter son bonnet par dessus le moulin; (3) avoir la tête près du bonnet; (4) chanter une ronde; (5) mettre à l'encan; (6) l'oreille au guet; (7) à bout de raisons; (8) à vrai dire; (9) En un ciel sombre ou pur qu'il se couche ou se lève, qu'importe le soleil? (10) Chaque mois qui revient, comme un pas des saisons.

Reverdir ou faner los hoiis ou les gazonis.

VI. Write in modern French a summary of the story "Le lion d'Androdus" as related by Montaigne.

WEDNESDAY, 10TH DECEMBER, 2 TO 5 P.M.

FRENCH: TRANSLATION.

I. Translate into English :—

(1) Il est pour la pensée une heure...une heure sainte,
Alors que, s'enfuyant de la célesteenceinte,
De l'absenco du jour pour consoler les cieux,
Le crépuscule aux monts prolonge ses adieux.
On voit à l'horizon sa lueur incertaine,
Comme les bords flottants d'une robe qui traîne,
Balayer lentement le firmament obscur,
Où les astres ternis revivent dans l'azur.
Alors ces globes d'or, ces îles de lumière,
Que cherche par instinct la rêveuse paupière,
Jaillissent par milliers de l'ombre qui s'enfuit.
Comme une poudre d'or sur les pas de la nuit :
Et le souffle de soir, qui vole sur sa trace,
Les sème en tourbillons dans le brillant espace.
L'œil ébloui les cherche et les perd à la fois :
Les uns semblent planer sur les cimes des bois,
Tels qu'un céleste oiseau dont les rapides ailes,
Font jaillir en s'ouvrant, des gerbes d'étincelles.
D'autres en flots brillants s'étendent dans les airs,
Comme un rocher blanchi de l'écume des mers ;
Ceux-là, comme un coursier volant dans la carrière,
Déroulant à longs plis leur flottante crinière ;
Ceux-ci, sur l'horizon se penchant à demi,
Semblent des yeux ouverts sur le monde endormi ;
Tandis qu'aux bords du ciel de légères étoiles
Voguent dans est azur comme de blanches voiles
Qui, revenant au port d'un rivage lointain,
Brillent sur l'Océan aux rayons du matin.

(2) Prince, je t'envoie cette ode,
 Trafiquant mes vers à la mode
 Que le marchand baille son bien
 Troque pour troqu', toi qui es riche,
 Toi, roi des biens, ne sois point chiche
 De changer ton présent au mien.
 Ne te lasse point de donner,
 Et tu verras comme j'accorde
 L'honneur que je promets sonner,
 Quand un présent dore ma corde.
 Presque les los de tes atœux
 Est pressé du temps envieux,
 Pour n'avoir eu l'expérience
 Des Muses ni de leur science ;
 Mais le rond d'i grand univers
 Est plein de la gloire éternelle
 Qui fait flamber ton père en elle,
 Pour avoir tant aimé les vers.
 Dieu veuille encor dessustoi
 Dompter l'Espagne affaiblie,
 Gravant bien avant ta loi
 Dans le grās champ d'Italie.
 Adviennie aussi que ton fils,
 Survivant ton jour préfix,
 Borne aux Indes sa victoire,
 Riche de gain et d'honneur,
 Et que je sois le sonneur
 De l'une et de l'autre gloire.

(3) I'ai vescu en trois sortes de conditions depuis estre sorti de l'enfance. Le premier temps, qui a duré prez de vingt années, ie le passay, n'ayant aultres moyens que fortuits, et despendant de l'ordonnance et secours d'aultiuy, sans estat certain et sans prescription. Ma despense se faisoit d'autant plus alaigrément et avecques moins de soing, qu'elle estoit toute en la temerité de la fortune. Je ne feus iamais mieulx. Il ne m'est orques advernu de trouver la bourse de mes amis close ; m'estant enjoinct, au delà de toute aultre nécessité, la nécessité de ne faillir au teme que i'avois prins à m'acquitter, lequel ils m'ont mille fois allorgé, voyant l'effort que ie me faisois pour leur satisfaire : en maniere que i'en rendois ma loyauté mesnagiere, et aulcunement piperesse. Le sens naturellement quelque volupté à payer : comme si ie deschargeois mes epaules d'un ennuyeux poids et de cette image de servitude : aussi qu'il y a quelque contentement qui me chatouille à faire une action inste et contenter aultruy.....

.....Ma seconde forme, c'est esté d'avoir de l'argent à quoy m'estant prins, i'en feis bientost des reserves notables, selon ma condition ; n'estimant pas que ce feust avoir, sinon autant qu'on possede oultre sa despense ordinaire, ny qu'on se puisse fier du bien qui est encores en esperance de recepte, pour claire qu'elle soit. Car quoy ! disois-le si i'estoisi surpris d'un tel ou tel accident ?

Et à la suite de ces vaines et vicieuses imaginations, i'allois faisant l'ingenieux à pourveoir, par cette superflue reserve, à tous inconvenients : et scavois encores respondre, à celui qui m'alleguoit que le nombre des inconvenients estoit trop infiny : Que si ce n'estoit à tous, c'estoit à aucuns et plusieurs.

(4) Le repas s'est prolongé ; la chère y était médiocrement succulente ; mais les épanchements du cœur l'ont rendue délicieuse. Jamais je n'avais mieux compris l'ineffable attrait de la famille. Quelle douceur dans ces joies toujours partagées, dans cette communauté d'intérêts qui confond les sensations, dans cette association d'existences qui de plusieurs êtres forme un seul être ! Qu'est-ce que l'homme sans ces affections du foyer qui, comme autant, de racines, le fixent solidement à la terre, et lui permettent d'aspirez tous les sucs de la vie, force, bonheur, tout ne vient-il pas de là ? Sans la famille où l'homme apprendrait-il à aimer, à s'associer, à se dévouer ? Société en petit, n'est-ce point elle qui nous enseigne à vivre dans la grande ? Telle est la sainteté du foyer, que, pour exprimer nos rapports avec Dieu, nous avons dû emprunter les mots inventés pour la famille.

Le lac de Brientz.

Un plat hémistiche de Voltaire a fait au Léman une réputation qu'aucun amant des beaux paysages ne saurait admettre après avoir parcouru la Suisse et l'Italie. Cet hémistiche, si répété des Gènevois, qui se font de tout réputation et gloire, tout le monde le connaît : *Mon lac est le premier !* Le seigneur de Ferney se trompe. Son lac n'est pas le premier, ni le second, ne le troisième. Ce qui fait le charme d'un lac, c'est le sauvage des escarpements de ses rivages, c'est le calme et le silence virginal de ses eaux, qui ne reflètent que les montagnes et les cieux, c'est la solitude de ses bords, chargés de vieux arbres, ou formés d'après rochers. Le lac de Genève, entouré de villes, sillonné de bateaux, n'est qu'un grand fleuve marchand. Combien je préfère, à son étendue pleine de mouvement, le dernier lac de la Suisse intérieure, fût-ce même ce pauvre petit lac noir, si mélancolique, si frais et si caché. Mais Voltaire ne sentait pas la nature, et aucun écrivain de son école et de son siècle ne l'a sentie, pas même Rousseau, malgré tout l'étagage de ses goûts compagnards et la fameuse histoire des pervenches. Ils n'aimaient ni les eaux, ni les montagnes, ni les buissons, l'odeur de l'herbe ne leur disait rien ; ils étaient faits pour admirer tout au plus les plates-bandes, les îles taillés en pain de sucre, et les faunes de pierre ou de briques des jardins de leur temps. Ainsi défigurées, et géométrisées, les choses de la création devaient moins leur déplaire ; on y voyait plutôt la main de l'homme que l'œuvre de Dieu.

II. Translate into French :—

A budding naturalist.

Active and inquiring, he spent as much time as his mother would allow, in the fields; an inveterate bird-nester, not, however, to destroy the eggs, but to feed the young birds and study their

habits. One day he found a nightingale's nest, and with immense delight, watched the fledgelings being fed by the parent bird. In time the young ones grew up and he was in hopes of seeing them fully fledged. But alas, a large cuckoo alighted on a neighbouring tree, the old nightingale was in the nest : the cuckoo, with wings outspread, pounced on the nest, so that none could escape, and killed and devoured the whole family, leaving no trace but the bones and the feathers. Little John, hidden behind a bush, was horrified and angry at this massacre : for he almost looked on the birds as his own. His curiosity as well as his indignation was thoroughly awakened and he watched to see what would ensue, as the bird descended to the ground. The murderous bird laid an egg and carried it up in its beak to the nest. But now another thief appeared on the scene : a cat, climbing warily and noiselessly up the tree, seized the cuckoo and despatched it in a few mouthfuls. The boy turned to go away, satisfied with this speedy nemesis, when a new spectacle detained him : a nightingale flew to the nest, and seeing an egg, settled down to hatch it. The next time John came, he saw a tiny but ferocious-looking young bird in the nest. He visited it every day : and after some time he captured and caged it, fearing, and rightly, too, lest in process of time the bird should devour its foster-parent.

SCIENCE DIVISION.

BRANCH I.

SATURDAY, 13TH DECEMBER, 10 A.M. TO 12 NOON.

EUCLID AND GEOMETRICAL CONICS.

[Full marks will be awarded for answering about five-sixths of the paper.]

I. If a transversal cuts the sides of a triangle ABC in $A'B'C'$, prove that $BA' \cdot CB' = CA' \cdot AB' \cdot BC'$. The incircle of a triangle ABC touches the sides at D, E, F , and EF is produced to meet BC produced at G . Prove that D and G divide BC harmonically.

II. Shew that the common section of two intersecting planes is a straight line and prove that the lines of intersection, two by two, of three planes are either all parallel or concurrent. $ABCD$ is a tetrahedron and E, F are the middle points of opposite edges AB, CD . Any plane through EF cuts AC and BD in G and H . Prove that $AG : GC :: BH : HD$.

III. In a parabola prove that $QV^2 = 4SP.PV$. A chord QQ' meets the diameter through the point P in R so that $Q'R = 2QR$. The ordinates $QV, Q'V'$ are drawn to the diameter; prove that V is the middle point of PR and R the middle point of PV' .

IV. In an ellipse prove that the sum of the focal distances of a point is equal to the major axis. With any points S and H as centres equal circles are described; a line drawn through C , the middle point of SH , cuts the circles in Q and R on the same side of C ; SQ and HR intersect in P . Prove that for different positions of CQR the locus of P is an ellipse.

V. If the normal at the point P of a central conic meet the transverse axis in G and if N be the foot of the ordinate of P , show that $CG = e^2 CN$. From a point on the transverse axis as centre a circle is drawn to touch a central conic in two points. Prove that the ratio of the tangent drawn to this circle from any point on the conic to the distance of the point from the chord of contact of the circle and the conic is equal to the eccentricity.

VI. Show that any ellipse can be orthogonally projected into a circle, and explain, with an example, how this theorem may be used to derive properties of the ellipse from those of the circle. The line joining the centre O of a circle to an external point P meets the chord of contact of tangents from P at the point N , and any line PQR is drawn through P to meet the circle in Q and R and the chord of contact in L . Shew that NL, NP are the internal and external bisectors of the angle QNR , and deduce from this theorem the corresponding property of an ellipse.

VII. Prove that any oblique plane section of a cone is an ellipse, a parabola, or an hyperbola, and that its foci are the points of contact of the two inscribed spheres which touch the plane. If A be the vertex of the cone and B, C be the extremities of the major axis of an elliptic section, prove that the area of the section is proportional to $BC \cdot CA^{\frac{1}{2}} \cdot AB^{\frac{1}{2}}$, and that the volume cut off from the cone is proportional to $CA^{\frac{3}{2}} \cdot AB^{\frac{3}{2}}$.

SATURDAY, 13TH DECEMBER, 2 TO 5 P.M.

ALGEBRA, THEORY OF EQUATIONS, AND PLANE
TRIGONOMETRY.

N.B.—*Full marks will be awarded for answering about three-fourths of this paper.*

I. Show that if $a_1, a_2, a_3, \dots, a_n$ be in arithmetical progression the sum of their products taken two at a time is

$$\frac{n(n-2)(3n-1)}{24(n-1)}(a_1^2 + a_n^2) + \frac{n(6n^2 - 10n + 8)}{24(n-1)}a_1a_n.$$

II. Prove that if any number expressed in the scale of r and the sum of its digits be divided by $r-1$, the remainder is the same in both cases.

Prove that the number $1234\dots\dots r$ in the scale of $r+1$ is divisible by r if r be odd, but not if r be even.

III. Show how to determine the number of solutions in positive integers of the equation $ax+by=c$.

What is the greatest quantity that can be weighed in 12 ways and no more with 3 lb and 5 lb weights, the weights being placed in one scale only?

$$\text{IV. Solve } (1) \begin{array}{r} x^4 - 8x^2 + 1 \\ x^2 \\ \hline = 243 \end{array}$$

$$(2) \begin{array}{l} x^2 + y^2 - z^2 + 2xy = 9 \\ y^2 + z^2 - x^2 + 2yz = 27 \\ z^2 + x^2 - y^2 + 2zx = 45. \end{array}$$

V. Prove the binomial theorem for an integral negative index assuming it to be true for a positive integral index.

Find the sum of n terms of the series

$$\frac{1}{3} + \frac{1}{3^2} \cdot \frac{1}{2} + \frac{1}{3^3} \cdot \frac{1.4}{3} + \frac{1}{3^4} \cdot \frac{1.4.7}{4} \dots$$

VI. Show that if a relation of the form $a=\phi(\beta)$ exist between two roots of an equation $f(x)=0$, the solution of the equation $f(x)=0$ may be made to depend on another equation two dimensions lower.

One of the roots of the equation $64x^4+32x^3+84x^2+20x+125=0$ is the square of another. Solve the equation.

VII. Prove that if two numbers a and b when substituted for x in $f(x)$ give results with contrary signs an odd number of real roots of $f(x)=0$ lies between, and if they give results with the same sign, no real root or an even number of real roots lies between them.

Show that the roots of $36x^4-217x^3+34x+35=0$ are all real and determine between what integers each root lies.

VIII. 1. If the expression $ax^3+3bx^2+3cx+d$ be expressed as the difference of two cubes in the form $\{\mu(ax+b+\nu)^3 - \nu(ax+b+\mu)^3\} \div (\mu-\nu)a^2$, find the quadratic equation of which μ and ν are the roots.

2. If α, β, γ are the roots of the equation $ax^3+3bx^2+3cx+d=0$ find the values of $\Sigma \alpha^5 \beta^2$ and $\Sigma \frac{a}{\beta+\gamma}$.

IX. Explain Newton's method of divisors for the solution of an equation with integral roots.

Apply the method to find the integral roots of the equation $x^6-x^5-38x^4+7x^3-259x^2+225x-225=0$.

X. Obtain formulae for the radius of an escribed circle of a triangle and for the distances of its centre from the vertices of the triangle.

Shew that $r_1 \sin A + r_2 \sin B + r_3 \sin C = 2s \left(1 - \frac{r}{2R}\right)$. If tangents to the escribed circles be drawn parallel to the sides BC ,

CA , AB , meeting the sides produced in B_1 , C_1 , C_2 , A_2 , A_3 , B_3 , and if R_1 , R_2 , R_3 , be the radii of the circumcircles of the triangles AB_1C_1 ,

BC_2A_2 , CA_3B_3 , show that $R_1 + R_2 + R_3 - R = \frac{4R^2}{r}$.

XI. State and prove DeMoivre's Theorem.

Find the sum of $x \cos \theta + x^2 \cos 2\theta + \dots + x^n \cos n\theta$.

XII. Prove that within certain limits

$$\tan^{-1}x = x - \frac{1}{3}x^3 + \frac{1}{5}x^5 - \dots$$

MONDAY, 15TH DECEMBER, 10 A.M. TO 1 P.M.

ANALYTICAL CONICS.

[Full marks will be awarded for answering about five-sixths of the paper.]

I. Find the condition that $ax^2 + 2hxy + by^2 + 2gx + 2fy + c = 0$ may represent two straight lines. Prove that if the lines are equidistant from the origin, $f^2 - g^2 = c(bf^2 - ag^2)$.

II. Find the equation of the pair of straight lines joining the origin to the intersection of the line $y = mx + c$ and the parabola $y^2 = 4ax$, and find the condition that they may be at right angles to one another.

III. Find the conditions that the general equation of the second degree may represent a circle. Determine the ratios in which the line joining two given points is divided by the circle $x^2 + y^2 = a^2$. Hence or otherwise obtain the equation of the pair of tangents drawn from a given point to the circle.

IV. Determine the condition that two circles should cut each other orthogonally. Prove that the centre of the circle cutting three given circles orthogonally is their radical centre.

V. Find the equation of the normal to the parabola $y^2 = 4ax$ at the point $(at^2, 2at)$. Prove that three normals can be drawn from any point to a parabola, and that the sum of the ordinates of the feet of these normals is zero. If the normals at the extremities of a chord intersect on the curve, prove that the chord passes through a fixed point on the axis.

VI. Find the equation of the chord joining two given points on an ellipse, and deduce the equation of the tangent at any point. From a point P , (h, k) on the ellipse $x^2/a^2 + y^2/b^2 = 1$, focal chords PQ , PR are drawn. Show that the equation of QR is

$$\frac{hx}{a^2} + \frac{ky}{b^2} \frac{1+e^2}{1-e^2} + 1 = 0.$$

VII. Find the equation of the hyperbola through the point $(a \cos \phi, b \sin \phi)$ confocal with the ellipse $x^2/a^2 + y^2/b^2 = 1$. Also find

the point the chord of contact of tangents from which to the above hyperbola is $\frac{a}{a} \cos \phi + \frac{b}{b} \sin \phi = 1$.

VIII. Find the condition that $y = m.x$, $y = m'.x$ may be conjugate diameters of the conic $ax^2 + 2hxy + by^2 = 1$. Prove that conjugate diameters of a hyperbola are conjugate diameters of the conjugate hyperbola.

IX. Determine the squares of the semi-axes of the conic $ax^2 + 2hxy + by^2 = 1$. Trace the conic $4x^2 - 24xy + 11y^2 + 20 = 0$.

X. From a point O a line inclined at an angle θ to the x -axis is drawn intersecting in P and Q a conic represented by the general equation of the second degree. Determine $OP.OQ$ in terms of θ . If from the same point two lines at right angles to one another are drawn cutting the conic in P, P' , Q, Q' , prove that $\frac{1}{OP.OP'} + \frac{1}{OQ.OQ'} = \text{constant}$.

MONDAY, 13TH DECEMBER, 2 TO 5 P.M.
DIFFERENTIAL CALCULUS.

[Full marks will be awarded for answering about four-fifths of the paper.]

I. Explain what is meant by different orders of small quantities. OA , OP are radii of a circle inclined to each other at a small angle θ ; PM is drawn perpendicular to OA and the tangent at A meets OP in T . Taking θ to be of the first order find the order of the quantities AM , $PT - AM$, $AT' - PM$.

If c be the chord of any circular arc and c_1 that of half the arc, prove that the length of the arc is $\frac{1}{3}(8c_1 - c)$ nearly.

II. 1. If $(x^2 + y^2)^2 = ax(x^2 - 3y^2)$, find the limiting values of $\frac{dy}{dx}$ when $x=0$.

2. If $y = A \log \sqrt{\frac{x^2 + x\sqrt{2} + 1}{x^2 - x\sqrt{2} + 1}} + B \tan^{-1} \frac{x\sqrt{2}}{x^2 - 1}$, determine A and B so that $\frac{dy}{dx} = \frac{1}{x^4 + 1}$.

3. If $9x^2 - 12xy + 4y^2 - 5x + 6y - 2 = 0$, prove that $\frac{d^2}{dx^2} \left\{ \left(\frac{dy}{dx} \right)^{-\frac{1}{2}} \right\} = 0$.

III. Enunciate and prove Leibnitz's theorem. Obtain the n th differential coefficients of $\frac{x}{1+x^2}$, $\frac{(x-a)(x-b)}{(x-c)(x-d)}$, $e^{2x} \sin 3x \cos 4x$,

IV. State the conditions under which the formula

$$f(x+h) = f(x) + hf'(x) + \frac{h^2}{2} f''(x+\theta h)$$

holds, θ denoting a proper fraction, and prove it when they are satisfied.

If $\sin \{ \log(1+x) \} = a_1 x + a_2 \frac{x^2}{2!} + a_3 \frac{x^3}{3!} + \dots$, prove that $a_{n+2} + (2n+1) a_{n+1} + (n^2+1) a_n = 0$.

V. Investigate the equation to the first negative pedal of the curve $r^n = a^n \sin n\theta$.

Show that the fourth negative pedal of the cardioid $r = a(1 - \cos \theta)$ is a parabola.

VI. Write down the conditions that $f(a)$ may be a maximum value of $f(x)$.

If $ax^3 + by^2 = 1$, prove that $cx^3 + cy^3$ has a critical value $ce(a^3e^3 + b^3c^3) - \frac{1}{2}$. Determine whether this is a maximum or a minimum when a, b, c, e are all positive.

A parabola is cut from a right circular cone of given height. For what position of the cutting plane is the area of the section greatest?

VII. Prove that in any plane curve

$$\frac{ds}{dx} = \sqrt{1 + \left(\frac{dy}{dx}\right)^2}; \frac{1}{\rho} = \frac{d}{dx} \left(\frac{dy}{ds} \right).$$

If ρ be the radius of curvature of a parabola at a point whose distance measured along the arc is s then $3\rho \frac{d^2\rho}{ds^2} - \left(\frac{dp}{ds}\right)^2 = 9$.

VIII. Explain the general method of finding the asymptotes of a cartesian curve and verify that the perpendicular distance of a point on the curve from an asymptote diminishes without limit, as the point moves along the corresponding branch.

Show that a cubic curve with a double point cannot have parallel asymptotes.

Find the asymptotes of the curve $2x^3(x^2 - y^2)^2 - a^2(5x^4 + 2x^2y^2 + y^4) - 2a^3xy^2 + 4a^4x^2 + a^5(x + y) = 0$ and show that they all touch the same circle.

IX. Trace the curves $r = a(\sin 2\theta - \sin \theta)$; $x^5 + y^5 = 5ax^2y^2$.

TUESDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

DYNAMICS.

[Full marks will be awarded for answering about three-fourths of the paper.]

I. Explain the terms *acceleration*, *force*, *work*, *kinetic energy*; and prove that in any displacement of a particle acted on by a system of forces, whether constant or variable, the increase of kinetic

energy is equal to the work done by the forces. Equal particles P_1, P_2, \dots, P_n are attached at intervals to a light inextensible string, to the end of which nearest to P_1 a mass M is attached. The particles are placed in a line on a smooth horizontal table so that there is a length l of slack string between each adjacent pair, and the portion of the string between P_1 and M is passed over a light smooth pulley fixed at the edge of the table in a line with the particles. Supposing the initial distance of P_1 from the pulley is greater than $(n-1)l$, prove that if M is allowed to fall from rest, and if after it has fallen a distance l the portion of the string between it and P_1 becomes tight, v_n , the speed with which P_n will begin to move, is given by the equation $(M+nm)^2v_n^2 = nMgl \{ 2M + (n-1)m \}$, where m is the mass of each of the particles P_1, P_2, \dots, P_n .

II. A particle is projected in a vertical plane with a given velocity and at a given elevation. Show how to find the range on an inclined plane through the point of projection. Two particles projected from a point P with equal velocities and in the same vertical plane pass through a point Q . If t be the difference of their times of passing from P to Q , T the difference of their times of flight on an inclined plane through P which is intersected in a line of greatest slope by the plane of projection, prove that $T/t = 1 - \sin(a-i)$ sec i , where a is the inclination of PQ to the horizon and i that of the inclined plane.

III. A particle P is describing a circle of radius r with uniform speed v . Show how to find the position and the acceleration of M , the projection of P on a fixed diameter of the circle, at any given instant. At a given instant a particle begins to slide from rest at a cusp down a smooth cycloid whose axis is vertical and vertex downwards, and after a time t another particle Q begins to slide down from rest at the same point. If M and N are the projections of P and Q on the axis of the cycloid, prove that the maximum value of MN is $D \sin \frac{\pi t}{2T}$ where D is the diameter of the generating circle of the cycloid, and T the time of falling from the cusp to the vertex.

IV. Show that the moment of inertia of a material system about any axis exceeds the moment of inertia of the system about a parallel axis through the centre of inertia by the moment of inertia about the first axis of the whole mass supposed condensed at the centre of inertia. A uniform lamina in the form of a square the length of each side of which is a foot, is suspended from an angular point and vibrates as a pendulum about an axis through the point perpendicular to its plane. Show that it will make approximately 55½ complete vibrations per minute.

V. State and prove the parallelogram of forces; and prove that if three coplanar forces acting at a point are in equilibrium, the sum of the moments of any two of them about any point in the line of action of the third is zero. Five uniform rods AB, BC, CD, DE, EF , of equal lengths l , and of the same material and thickness, are jointed together at their extremities, and the joints B and E are

connected by a rod of the same material and thickness, but of length $2l$. The system rests suspended in a vertical plane with the ends A and F of the rods AB and EF attached by smooth joints to two points A and F in the same horizontal line at a distance l apart. Find the stresses in the rods CD and BE , and the magnitudes and directions of the reactions at the joints B and C on the rod BC .

VI. Show that any system of coplanar forces may be reduced to a single force and a couple, and that the system will be in equilibrium if the sum of the moments of the forces about each of three non-collinear points in their plane vanishes. Find the condition that the resultant of forces P , Q , R acting at the orthocentre of a triangle ABC in directions perpendicular to BC , CA , AB respectively, should pass through the circumcentre of the triangle; and prove that if the system is equivalent to forces P , Q , R acting at the circumcentre towards A , B , C respectively,

$$\frac{P}{\cos \frac{A}{2} \sec \frac{B-C}{2}} = \frac{Q}{\cos \frac{B}{2} \sec \frac{A-C}{2}} = \frac{R}{\cos \frac{C}{2} \sec \frac{A-B}{2}}$$

VII. Show how to find the centre of inertia of the curved surface of a hemisphere. A thin rigid hemispherical bowl whose weight is w , is supported with its inner surface resting on a rough sphere of half its radius, the centre of the sphere and the bowl being in a vertical line. If a light scalepan be attached to a point in the rim and weights be placed in it till the bowl begins to slip, prove that the total weight in the scalepan when slipping takes place, is

$$\frac{w}{2} \left(2 \sin e - \sin \frac{e}{2} \right) / \left(\cos \frac{e}{2} - \sin e \right), \text{ where } e \text{ is the angle of friction};$$

and show that if e exceeds a certain angle the bowl cannot slip however large the weight in the scalepan.

VIII. Explain the construction and use of the common steelyard. The fulerum of a steelyard is slightly displaced from its true position so that quantities of a substance whose true weights are W_1 and W_2 appear to weigh $W_1 + w_1$ and $W_2 + w_2$ respectively.

Prove that the amount of the displacement is $\frac{w_1 - w_2}{W_1 - W_2} d$, where d is the distance of the true position of the fulerum from the point of suspension of the scalepan.

IX. Describe what takes place in the collision of two elastic bodies, and find an expression for the loss of kinetic energy due to direct impact. Three balls A , B , C , of the same material, and of masses m_1 , m_2 , m_3 respectively, are placed in a line on a smooth horizontal table. If A is made to impinge on B with a given speed v , and B after impact impinges on C , prove that the momentum communicated to C is the same as would have been communicated to A if C had first been made to impinge on B with speed v . Prove also that if $m_1 m_3 (1 + e + e^2) > em_2 (m_1 + m_2 + m_3)$, where e is the coefficient of restitution, there will be a second impact between A and B .

WEDNESDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.
HYDROSTATICS, PNEUMATICS, AND OPTICS.

[Full marks will be awarded for answering about three-fourths of the paper.]

I. Define specific gravity, and show how to find the specific gravity of a mixture of liquids whose weights and specific gravities are known. To one ounce of alcohol are added n ounces of water; then n pints of water are added to one pint of alcohol. If equal weights of the two mixtures are mixed, it is found that the specific gravity of the third mixture is a harmonic mean to those of water and alcohol. Show that the specific gravity of alcohol is n^2 .

II. Establish a formula for determining the resultant thrust on a plane surface exposed to liquid pressure. A triangle whose altitude is $2h$ is immersed in two liquids, the depth of the upper being h , with its base in the surface of the upper liquid. It is then turned so that its vertex is in the surface of the upper liquid and its base horizontal. Prove that, if the thrust in the latter position is three times as great as in the former, the lower liquid must be five times as dense as the upper.

III. Investigate the conditions of equilibrium of a solid which is partly immersed in a liquid and has one point fixed. An edge of a cube is fixed in the surface of a liquid and $\frac{1}{n}$ of the body remains above the surface. Show that the density of the liquid : that of the cube = $3n^2(n+2) : 3n^3 + 2n^2 - 8$.

IV. Show how to graduate a common hydrometer. A common hydrometer consists of a glass bulb and stem, there being a vacuum within the bulb. One n^{th} of the mass of the instrument is chipped off the bulb, and when the instrument is placed in a certain liquid the specific gravity indicated is s . Show that if the piece had been chipped off the top of the stem, the specific gravity indicated would

$$\text{be } \frac{n\sigma s}{n\sigma - s}, \text{ where } \sigma \text{ is the specific gravity of the glass.}$$

V. Enunciate the laws of Boyle and Charles, and deduce a formula connecting the pressure, density, and absolute temperature of a gas. Two equal thin heavy hollow hemispheres have their lowest points united by a hinge, and enclose air at atmospheric pressure. When the hinge is supported and the centre of the sphere is sunk to a depth d below the surface of water, the pressure just keeps them from separating. Prove that if the centre is sunk to a depth nd the hemispheres will be on the point of separating when the temperature is increased by $\frac{(n-1)dT}{h}$, where T is the absolute temperature of the air and h is the height of the water barometer.

VI. Explain how the difference of altitude of two stations may be determined by barometric observations. The barometer readings at two stations are 29.731 and 29.584 inches. Find in feet the difference of their altitudes taking the height of the homogeneous atmosphere to be 5 miles. $\log_e 29.731 = 3.39219$, $\log_e 29.584 = 3.38554$.

VII. Find the relation between the distances of two conjugate foci from the centre of a spherical refracting surface. A luminous point is midway between the centres of two refracting spherical surfaces, one convex and the other concave towards the point. The radius of each is r and the distance between their centres $2d$. Prove that the distance between the images formed by the two surfaces is $\frac{2(\mu-1)\{\(\mu-1)d^2-\mu r^2\}d}{(\mu-1)^2d^2-\mu^2r^2}$.

VIII. Investigate the number of images of a point formed by two mirrors whose planes intersect. A luminous point is situated between two plane mirrors, which include an angle of 41° . Find the total number of images formed.

IX. Prove that if the path of a ray through a prism is symmetrical its deviation is a minimum. The minimum deviation through a prism whose angle is i is also i . Show that the greatest possible deviation for a ray in a principal plane is

$$\frac{\pi}{2} - i + \sin^{-1}\{\sin i \sqrt{1+2\cos i - \cos 2i}\}.$$

X. Describe the astronomical telescope, define its magnifying power and show that this is approximately measured by the ratio of the focal lengths of its lenses. The focal length of the object glass of an astronomical telescope is F' and that of each lens of its Ramsden's eyepiece f . It is used to observe an object distant nF from the object glass. If the length of the telescope cannot be neglected in comparison

with nF show that the magnifying power is $\frac{12n^2F' + 11(n-1)f}{9(n-1)^2f}$.

XI. Give an explanation of the formation of the rainbow.

WEDNESDAY, 17TH DECEMBER, 2 TO 5 P.M.

SPHERICAL TRIGONOMETRY AND ASTRONOMY.

I. Prove that in the spherical triangle ABC

$$(1) \cos c = \cos a \cos b + \sin a \sin b \cos C.$$

$$(2) \cot a \sin b = \cot A \sin C + \cos C \cos b.$$

Show that if δ be the length of the arc joining the middle points of the sides of the co-lunar triangle BCA' , then

$$4 \sin \frac{b}{2} \sin \frac{c}{2} \cos \delta = 1 + \cos a - \cos b - \cos c.$$

II. 1. Obtain the formula $\frac{\sin \frac{1}{2}(A+B)}{\cos \frac{1}{2}C} = \frac{\cos \frac{1}{2}(a-b)}{\cos \frac{1}{2}c}$.

Prove the identity

$$\sin a \sin b + \cos a \cos b \cos C = \sin A \sin B - \cos A \cos B \cos c.$$

2. If $a+b+c=\pi$, prove

$$\text{cosec}(A-E) + \text{cosec}(B-E) + \text{cosec}(C-E) = \text{cosec } E, \text{ where } 2E \text{ is the spherical excess.}$$

III. Obtain an expression for the circumradius of the spherical triangle (1) in terms of the angles, (2) in terms of the sides. If $C=A+B$, show that $\cot R_c = \sqrt{-\cos A \cos B \cos C}$, and that the area of the co-lunar triangle referred to is $\frac{1}{2}$ of the surface of the sphere.

IV. Define "circumpolar stars." Show how to find the latitude by observation of two meridian altitudes of a circumpolar star. What corrections have to be applied to the observed altitudes? If a, a' are the altitudes of a circumpolar star at two instants separated by an interval of 12 sidereal hours, show that the latitude of the place of observation is $\sin^{-1} \frac{\sin a + \sin a'}{2 \sin \delta}$, δ being the declination of the star.

V. Explain how the change of Right Ascension of the sun is accounted for by the orbital motion of the earth. Show how to determine roughly the sun's Right Ascension on any particular day of the year. Represent in a diagram the position of the ecliptic, the sun and the star α Lyrae (Vega) as seen by an observer at Madras on the 9th of December at 2 P.M., the following data being given:—

Latitude of Madras	18° N.
Star's Rt. Ascension	18 hrs. 33 m.
Star's Declination	38° 41' N.

VI. Define the equation of time and explain with the aid of diagrams how it arises. The maximum values of the equation of time due to the obliquity of the ecliptic and the eccentricity of the earth's orbit being $10''$ and $7''$ respectively, find how many times a year the equation of time would vanish if the maxima were interchanged. If the sun rose on the 7th of November at 7 hrs. 11 m. 4 s., what was the time of sunset, the equation of time on that day being 16 m. 12 sec?

VII. Define parallax and obtain the formula $p = H \sin z$ for determining the parallax of a heavenly body. What is the combined effect of refraction and parallax on the rising and setting of the Moon?

VIII. Calculate the Moon's sidereal Period, assuming the synodic Period to be 29.53 days. How is the latter Period determined accurately?

IX. 1. Explain with diagrams the change phase of (a) an inferior planet, (b) a superior planet, during a synodic revolution.

2. In connexion with the satellites of Jupiter we can observe the following : (a) transits of their shadows over his disc, (b) eclipses, (c) occultations, (d) transits. Explain these phenomena by means of a diagram. What is the difference between (a) and (d) ?

X. Explain what is meant by the solar and lunar ecliptic limits? Show that there cannot be more than 3 lunar eclipses in one year. How do the appearances presented by the Moon during its successive phases from opposition to conjunction differ from those presented by it during the progress of a lunar eclipse from first contact to totality?

BRANCH II-A.

SATURDAY, 13TH DECEMBER, 10 A.M. TO 1 P.M.

PHYSICS.

[*Not more than three questions in A, three in B. and two in C. are to be attempted.*]

A.

I. 1. Give instances of the distinction between the terms *massive* and *heavy*. How would you prove that mass and weight are proportional? 2. What is meant by *the mean density* of a body? Explain the method of determining the mean density of the Sun. What inference can you draw as to the interior constitution of the Sun from an approximate determination of its mean density. 3. Compare the mean densities of Jupiter and Saturn, their diameters being as 13 : 11 and their masses as 7 : 2.

II. 1. Define *elasticity*, and show how to distinguish by its aid *solids* from *fluids*. 2. What is the distinction between *gases* and *vapours*? 3. State *Boyle's law*. Explain what is meant by the *compressibility* of a gas at constant temperature, and show that it varies inversely as the pressure.

III. 1. Explain generally the mode of propagation of a long wave in a canal. Does the speed depend on the density of the liquid? Give reasons. 2. Explain the action of oil in destroying waves. 3. Is a small or a large boiler of the same boiler plate more likely to burst with a given pressure of steam, and why?

IV. 1. In what respects may two musical notes differ, and what are the physical causes of these differences? 2. Explain why the velocity of sound in air depends on the height of the thermometer, but not on that of the barometer. 3. The velocity of sound in air at 0°C is 1090 ft. per second. Find approximately the temperature when the velocity of sound in air is 1140 ft. per second. (The expansion of air is $\frac{1}{13}$ per degree centigrade).

B.

V. 1. State how *temperature* is commonly measured, and how it is measured absolutely. 2. What is meant by *the specific heat* of a substance? How may it be determined in the case of alcohol? 3. Explain the process by which water can be made to boil without

the application of heat, and why this process, if sufficiently protracted, ends in the freezing of the water.

VI. 1. Define the *thermal conductivity* of a solid body, and describe one mode of determining it by experiment. 2. The thermal conductivity of iron is about 0·0183 (the units being the foot, the minute, and the degree centigrade). Find how much heat per hour is lost by a boiler of $\frac{1}{4}$ inch plate whose surface is 10 square yards and which contains water at 110°C , the external surface of the boiler being kept at 100°C . 3. Describe an experiment to prove the equality of the radiating and absorbing powers of a body for any definite kind of radiation, and illustrate it by analogies from other branches of physics.

VII. 1. Distinguish between the *intrinsic brightness* and *illuminating power* of a luminous surface. 2. Describe one of the methods of photometry. 3. Explain why blue and yellow pigments mixed give *green*, while a disc painted with alternate segments of the same blue and yellow appears of a *purplish colour* when it is made to rotate rapidly.

VIII. 1. Describe the various parts of the *spectroscope* and explain their uses. Explain how it enables us to tell whether or not a star is approaching the Earth. 2. Give a general sketch of the mode in which the primary rainbow is produced, pointing out specially why it is red on its outer border. 3. Explain the source of the colours of a soap bubble.

C.

IX. 1. State what is meant by the *potential* of an electrified condenser, and give analogous terms in other branches of physics. 2. Two spherical conductors, whose radii are one and two feet, remote from other conductors and from one another, are charged with one and three units of electricity, respectively. What will be the ratio of their potentials and of the energy of the charge? If they be now connected by a fine long wire, how will the distribution of electricity be altered? 3. If water be allowed to drop from an insulated metallic vessel, the vessel usually becomes electrified. What are the sources (i.) of the electricity, (ii.) of the energy of the charge?

X. 1. What do you understand by the *electric resistance* of a conductor? On what does the electrical resistance of a wire depend? 2. A current has to be sent from a battery of 12 cells through a wire whose resistance is equal to the internal resistance of one cell. Compare the currents produced (i.) when the cells are arranged in *series*, the copper pole of each being connected with the zinc pole of the next; (ii.) when they are arranged in 3 series of 4 cells each, the copper poles of each series being connected together and the zinc poles also similarly connected. 2. What is the difference between an arc electric light and an incandescent electric light?

XI. 1. How may the total intensity of the Earth's magnetic field in any one place be compared with that in any other? 2. State the fundamental phenomenon of diamagnetism and one mode of

accounting for it. 3. If a copper top be made to spin in a powerful magnetic field, what will happen, and why?

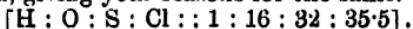
SATURDAY, 13TH DECEMBER, 2 TO 5 P.M.
INORGANIC CHEMISTRY.

I. Give a general description of the methods for determining atomic weights. Which of these methods have been applied in fixing the atomic weight of aluminium?

II. What is meant by the chemical equivalent of an element, and how may it be determined? Explain how the chemical equivalent may help in the determination of the atomic weight, but why this alone cannot definitely decide what the atomic weight is.

III. Distinguish between empirical, molecular, and constitutional formulæ, giving examples. Explain briefly how these formulæ are determined.

4 gms. of a substance yield on analysis 0.035 gm. of H, 1.103 gms. of S, 1.655 gms. of O, and 1.207 gms. of Cl. Determine its empirical formula, and identifying the substance write its graphic formula, giving your reasons for the same.



IV. State the laws of Henry and Dalton relating to the absorption of gases by water. Mention instances in which the law is not rigorously satisfied.

The coefficients of absorption of nitrogen and of oxygen at 0°C and 760 mm. are, respectively, 0.02 and 0.04. Calculate the proportion in which these gases will be dissolved by water exposed to the atmosphere.

V. Describe the manufacture of coal gas, and name and classify its constituents.

VI. What are the conditions which affect the luminosity of flames, and how may those conditions be experimentally verified?

VII. Describe the preparation and properties of hydrogen dioxide. Compare its properties with those of ozone and of chlorine, respectively. How can the presence of small quantities of this compound in water be detected?

VIII. How is bleaching powder manufactured? What is its composition? How may oxygen be obtained from it? What is the action of chlorine on the following substances in aqueous solutions:—arsenious acid, ammonia, hydrogen sulphide, stannous chloride, sodium sulphite, and potassium iodide?

IX. Describe the preparation of ordinary phosphorus from bone ash, giving equations for all the interactions.

X. Give an account of the elements belonging to one of the following groups, bringing out clearly the gradation of properties exhibited by the elements and their compounds:—(1) the halogens, (2) the nitrogen group, (3) the alkali metals.

MONDAY, 15TH DECEMBER, 2 TO 5 P.M.
MIXED MATHEMATICS.

I. Prove that if three forces are in equilibrium their lines of action must be coplanar and concurrent or parallel. Two smooth spheres each of radius r and weight W lie in contact in a smooth spherical bowl of radius R . Show that the pressure between the spheres is $Wr/\sqrt{R(R - 2r)}$.

II. Enunciate and prove the "polygon of forces". Forces P , Q , R , S act along the sides AB , CB , CD , AD , respectively, of a quadrilateral $ABCD$. If the forces are in equilibrium, show that $P/AB : Q/CB :: S/AD : R/CD$.

III. Find the centre of gravity of a uniform pyramid on a triangular base and deduce that of a uniform cone. A solid figure consists of a cone and a hemisphere on the same base. Show that if the height of the cone is less than $\sqrt{3}$ times the radius of the hemisphere, the figure will always come to rest with the axis of the cone vertical. [The centre of gravity of a solid hemisphere is at a distance $\frac{3}{8}$ of the radius from the plane face.]

IV. Show how to graduate the Roman (common) steelyard. ABC is a Roman steelyard; A is the point at which the weights are hung and C is the fulcrum. A weight W at A is balanced by P at B . A layer of dust on the beam is removed and it is then found that P at B balances W at A . Assuming the centre of gravity of the dust to be half way between A and B , find an expression for the weight of the dust removed.

V. 1. Prove the theorem known as the "parallelogram of accelerations." 2. Explain what is meant by relative velocity. Two points move simultaneously from points A and B which are a feet apart, one from A towards B with a velocity v and the other at right angles to this with velocity u . Show that the two moving points will be nearest together after a time $av/(u^2 - v^2)$ seconds, and that the distance between them at that instant is $au/\sqrt{u^2 - v^2}$ feet.

VI. Prove the formula $s = ut - \frac{1}{2}gt^2$. A stone is thrown vertically upwards from the top of a tower with a velocity of 48 feet per second, and at the same instant another stone is thrown vertically downwards with the same velocity. How many seconds longer will the first stone take to reach the ground than the second? ($g = 32$).

VII. Find the time of quickest descent from any point to a curve AB in its own plane. A straight line is inclined at an angle of 30° to the vertical and is distant 4 feet from a point P ; find the time of quickest descent from P to the line.

VIII. Describe Atwood's machine, and explain how it may be used to determine the acceleration due to gravity. Masses M and $M+m$ are attached to the ends of the string of an Atwood's machine, and another mass $2m$ is so placed in the path of M that it is picked up by M when M is ascending and left behind at the same point when M is descending. Show that if u is the velocity of M just before

the first impact, the system will finally come to rest at a time $\frac{4u(M+m)}{m^2g}$ secs. after the first impact.

IX. Explain what is meant by the terms momentum, potential energy, kinetic energy. Calculate the momentum and the energy (1) of a bullet weighing 5 grammes moving at the rate of 400 metres a second, (2) of a mass of 1000 kilogr. moving at the rate of 20 cm. per second. Find the forces required to stop each in 1/10 second, and the work which each body would do while being stopped.

TUESDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

PHYSICS.

[*Not more than three questions in A, two in B, and four in C are to be attempted.*]

A.

I. Explain what is meant by the dimensions of a physical quantity. Find the dimensions of *velocity, density, force, power*. Express the poundal in terms of the yard, the ounce, and the hour as the fundamental units.

II. Describe the reversible pendulum and explain how it is used to find the value of g . A spring balance, which is graduated at London where $g = 32.19$, is used at Singapore where $g = 32.09$. Find the true weight of a body which appears to weigh 10 oz.

III. Explain the terms *stress, strain, shear, rigidity, Young's modulus*. Calculate Young's modulus for a steel wire from the following data:—length of wire = 550 cm., diameter of wire = 0.07 cm., elongation produced by a weight of 12.8 kilo = 0.8 cm. Take $\pi = \frac{22}{7}$.

IV. Describe how the surface tension of a liquid may be shown and explain how it can be measured.

B.

V. Explain why Newton's formula does not give the true value for the velocity of sound in air, and show how it was corrected by Laplace.

VI. Describe any method of determining the pitch of a note. Investigate the change in the pitch of a note produced by the relative motion of the observer and the sounding body.

VII. Describe how the air vibrates in an organ pipe, and explain how this may be experimentally investigated. Account for the difference in the overtones produced by stopped and open pipes.

C.

VIII. Explain what is meant by the aberration of light. How has this method been used to determine the velocity of light?

IX. Obtain a formula for the focal length of a lens in terms of the distances of the object and image. The image of an object

magnified five times is to be thrown on a screen at a distance of fifteen feet. Find the focal length of the lens required, and show where it must be placed.

X. Explain what is meant by the irrationality of dispersion. Show how lenses may be combined to give achromatism in the eyepiece of telescope.

XI. Explain how the wave length of a ray of light may be determined.

XII. Explain the formation of rings and crosses by means of polarised light.

TUESDAY, 16TH DECEMBER, 2 TO 5 P.M.

PHYSICS.

[*Not more than three questions in A, B, and C are to be attempted.*]

A.

I. What is temperature; how is its nature explained by the dynamical theory of heat? Describe an apparatus by means of which high temperatures may be measured, and fully explain its action.

II. Describe the two methods which are adopted in measuring the coefficient of dilatation of gases. How and why do the results obtained by means of these two methods differ from each other in the case of any gas?

III. What is the critical temperature of a gas? How has the continuity of the liquid and the gaseous states of matter been proved? Why is there a maximum pressure for vapours corresponding to any given temperature?

IV. How has the specific heat of a gas at constant volume been directly measured? How are the two specific heats of a gas related to its two elasticities?

V. What is a reversible engine? Describe the operations of Carnot's reversible engine, and show how, by their means, the value of the absolute zero of temperature may be ascertained.

B.

VI. Summarise the evidence in favour of the view that magnetism is a molecular phenomenon, and explain clearly what is conceived to be the nature of this phenomenon.

VII. Name the three elements of terrestrial magnetism, and show how they are related to each other. Explain how their value may be experimentally determined in any particular place.

VIII. Distinguish between magnetic susceptibility and magnetic permeability, and show how they are related to each other.

IX. Derive the units intended for measuring (1) the moment of a magnet, (2) the strength of a magnetic field of force, and (3) the intensity of magnetisation of a magnet. Give the dimensions of these units, and explain how they are related to one another.

C.

X. What part does the dielectric medium play in the phenomenon of electric induction, and how does this phenomenon affect the medium itself? Refer to the results of experiments in answering this question.

XI. Describe the Voss or the Wimshurst electric machine, and explain its action fully. How does it differ from the Holtz machine in respect of its action?

XII. Explain the construction and theory of the tangent galvanometer, and show how it may be used to determine the value of the strength of an electric current in absolute measure.

XIII. What are the causes which produce variations in the internal resistance of voltaic cells? How is this resistance experimentally measured?

XIV. What are Roentgen rays? How are they produced and how detected? Explain how they differ from cathode rays and rays of ordinary light, and mention any practical use to which they have been put.

BRANCH II-B.

SATURDAY, 18TH DECEMBER, 10 A.M. TO 1 P.M.

PHYSICS.

[Not more than two questions in A, C, D and E, and one question in B are to be attempted.]

A.

- I. 1. Explain the terms *mass*, *momentum*, and *acceleration*.
2. State and explain carefully Newton's third law of motion.

II. Show how to obtain the specific gravity of a substance (1) heavier than water, (2) lighter than water, (3) that will dissolve in water, (4) a powder that must be kept dry.

III. A thin uniform rod 6 feet long and of specific gravity 0.75 floats partly immersed in water, its upper end being supported by a string 3 feet long whose other end is attached to a hook $4\frac{1}{2}$ feet above the surface of the water. Find the magnitudes and directions of the forces acting on the stick and the angle the stick makes with the surface of the water.

B.

IV. Give an account of the kind of wave motion by which sound is propagated in air. What are the conditions on which the velocity, loudness, and pitch of a sound depend? What are nodes and loops? How can their existence be made evident in a column of air which is producing a musical sound.

V. Describe and explain a laboratory method of determining the velocity of sound in air.

C.

VI. Give an account of some accurate method of determining the absolute coefficient of expansion of mercury.

VII. Describe Bunsen's calorimeter, and explain its use.

VIII. State and explain Dalton's law as to the pressure of vapours. How may the vapour pressure between 0°C and 50°C be obtained?

D.

IX. Explain the terms principal focus, focal length, real image, and virtual image. A convex lens of focal length 40 cms. is placed in contact with a concave lens of focal length 66 cms. Trace the path of a pencil of rays passing through the combination from an object at a distance of 204 cms.

X. Describe either Fizeau's or Foucault's method of determining the velocity of light.

XI. Explain how rainbows are formed.

E.

XII. What is meant by specific inductive capacity? Describe a method of comparing the specific inductive capacities of two substances.

XIII. Describe the construction and explain the action of one form of an inductional electric machine.

XIV. State the laws of induction of currents. Describe the induction coil, and explain the use of the condenser.

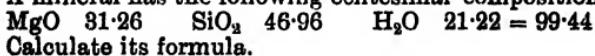
SATURDAY, 13TH DECEMBER, 2 TO 5 P.M.

CHEMISTRY.

I. State the laws of electrolysis, and give a short account of the theory by which electrolytic phenomena are explained.

II. Five litres of chlorine are mixed with five litres of carbon monoxide (both gases being measured at normal temperature and pressure) and the mixture is exposed to sunlight. Calculate the volume of the total carbon dioxide which can be obtained from the resulting compound by decomposing it with water, the carbon dioxide being measured at 20°C . and 750 mm., the pressure of aqueous vapour at this temperature being 17.368 mm.

III. A mineral has the following centesimal composition:—



[$\text{H} : \text{O} : \text{Mg} : \text{Si} :: 1 : 16 : 24 : 28$.]

IV. What impurities is hydrogen liable to be associated with when prepared from zinc and sulphuric acid? What are the sources of these impurities? Which of them are removable, and how?

V. What experimental facts lead to the conclusion that the molecule of ozone consists of three oxygen atoms occupying two unit volumes?

VI. What are the principal sources of iodine, and how is the element prepared from them?

VII. In what combinations does zinc occur in nature? What are the physical properties of the metal? Mention some of its alloys, naming their constituents. How is the metal obtained from its ores?

VIII. How does magnesium occur in nature, and how is the metal prepared in large quantities? Give a short account of its chemical properties, pointing out its relations with the alkaline earth metals and with the metals of the zinc group.

MONDAY, 15TH DECEMBER, 2 TO 5 P.M.

CHEMISTRY.

[*Not more than nine questions are to be attempted. Equations are to be given for all reactions.*]

I. Describe Victor Meyer's method of determining the vapour density of volatile substances. Show how the conclusion that the phosphorus molecule is tetratomic and the mercury molecule is monatomic has been arrived at.

II. State the periodic law and illustrate it by the nitrogen group of elements. How may the existence and the properties of unknown elements be predicted by the application of the periodic law. Mention instances of such predictions having been verified.

III. What is meant by the atomic heat of an element? 0·4843 gm. of a metal gave 0·71 gm. of its sulphate. Calculate the atomic weight and the valency of the metal, its specific heat being 0·081.

IV. Discuss the theory of valency with reference to nitrogen. Name the hydrides of nitrogen, and give their formulae, their methods of preparation, and their properties.

V. Describe how you would proceed to determine the solubility of a salt in water at a given temperature. What peculiarity is shown by the following substances as regards their solubility in water at different temperatures:—calcium hydrate, sodium chloride, sodium sulphate?

VI. Give an account of the action of nitric acid on metals, noting the effect of dilution and temperature.

VII. How may each of the oxides of carbon be prepared in a state of purity? How may the composition of each oxide be determined, (1) by volume, (2) by weight?

VIII. Name six reducing agents that are ordinarily employed in the laboratory, and give examples of their use as such.

IX. State what changes take place when chlorine gas is passed through the following:—(1) water in which chalk is suspended, (2) a hot concentrated solution of caustic potash, (3) melted sulphur,

(4) an aqueous solution of ammonium chloride, (5) an aqueous solution of ammonia, (6) a heated tube containing a mixture of silica and charcoal.

X. What element does silicon resemble most? Point out the resemblances between them. How may silicon be isolated? Name four silicates that occur in nature, and explain how the large number of silicates met with is accounted for.

XI. Name the chief minerals containing chromium, and give their formulae. What are the chief oxides of chromium, and how may they be prepared? Describe the preparation of chromyl chloride.

XII. Describe in detail how you would use the electrolytic method to determine the ratio between the equivalent weights of copper and hydrogen. State what changes take place when the following are electrolysed:—solution in water of sodium sulphate, solution in water of silver nitrate, fused sodium chloride.

TIME: 4 HOURS.

CHEMISTRY. (PRACTICAL EXAMINATION.)

The substance given for examination contains not more than two bases and two acids; and you are to ascertain its composition. Tabulate your results. No value will be attached to incomplete work or to results which are recorded, unless it is clearly shown how they have been arrived at.

TUESDAY, 16TH DECEMBER, 2 TO 5 P.M.

CHEMISTRY.

[Not more than five questions in A and four in B are to be attempted. Equations are to be given for all reactions]

A.

I. (1) How would you detect the presence of N and S in organic bodies? Describe accurately one method of estimating quantitatively either of these elements. (2) A mixture of silver acetate and butyrate gave on analysis, carbon, 21.54 per cent. and silver, 58.61 per cent. Calculate the relative proportion of the salts in the mixture.

II. Describe four general methods for the preparation of olefines. How can they be converted into hydrocarbons of the acetylene series? How do they behave when acted on by zinc chloride, aqueous hypochlorous acid, and potassium permanganate?

III. Give examples (using graphic formulae) of the three classes of alcohols. By what reactions can they be distinguished from each other? How do oxydising agents act on these alcohols? How may isobutyl carbinol be synthesised from isobutyl alcohol?

IV. A liquid on analysis was found to have the formula C_4H_8O . Name the various compounds which have this formula, and state how you would identify them?

V. What is zinc ethide? How is it prepared? Give some examples of its use in organic synthesis.

VI. How many lactic acids are known? How do you explain the existence of these? How may the different varieties be prepared? How would you show that these contain an alcoholic hydroxyl?

VII. What are amides? Describe five general methods for their preparation. Point out the characteristic properties of these compounds. How would you prepare methylamine from acetamide?

VIII. What is urea? Describe four methods of synthesising it. Show its relation to carbonic acid. Name an isomer of urea and give its graphic formula.

B.

IX. What are the characteristic differences between the benzene and the methane derivatives? Mention one reaction by which a benzene derivative is produced from a methane derivative.

X. What is aniline? How is it prepared from benzene? What dye-stuffs are made from aniline? Write the structural formula for any one of these, and state what evidence there is in support of it.

XI. How is phthalic acid prepared? Name its isomers. Write the graphic formulae for these acids, and state the evidence there is in support of these formulae.

XII. What are diazo compounds? How are they prepared? Mention some of their characteristic reactions.

XIII. What are phenols? How do they resemble, and how do they differ from, tertiary alcohols? How may (1) benzene, (2) salicylic acid, and (3) picric acid be prepared from ordinary phenol? By what reactions can ordinary phenol be recognised?

XIV. Describe three methods of synthesising anthracene from benzene derivatives. Write its graphic formula. How is it related to anthraquinone? How may each be converted into the other?

XV. What is the accepted constitution of naphthalene? What experimental evidence is there to support it?

XVI. What are terpenes? How are they related to cymene, and how can they be converted into it? Describe a synthesis of cymene by which its constitution is shown.

$$\text{H:C:O:Ag} = 1:12:16:108.$$

BRANCHES II-A. & II-B.

17TH AND 18TH DECEMBER—TIME: 3 HOURS.

CHEMISTRY. (PRACTICAL EXAMINATION.)

Each of the substances, marked A and B, contains not more than one base and one acid; you are to examine them by dry and by wet tests, and the analyses are to be tabulated.

The completeness with which all tests and observations are recorded will be taken into account in valuing the results arrived at.

BRANCH III.

SATURDAY, 13TH DECEMBER, 10 A.M. TO 1 P.M.
GENERAL BIOLOGY.

I. "The cell is a bit of protoplasm with a nucleus." Criticise this statement in the light of the knowledge which you have gained by your study of the subject.

II. Give an account of the chemical composition of protoplasm.

III. Describe the various methods of reproduction which obtain among unicellular organisms.

IV. "Differentiation of structure goes hand in hand with division of physiological labour." Show by means of properly selected examples that you understand this statement.

V. Write an essay on the locomotion of unicellular organisms.

VI. Write a few lines from the biological standpoint on each of the following :—(1) Pasteur's solution. (2) The necessity of oxygen to organisms. (3) The necessity of water to organisms.

SATURDAY, 18TH DECEMBER, 2 TO 5 P.M.
GENERAL BIOLOGY.

* I. Compare organised and unorganised bodies with regard to (a) their plan of structure, (b) their physical properties.

II. Write an essay on cell metabolism.

III. Under what general conditions and in what manner have the leaves of plants and the shells of molluscs been converted into fossils?

IV. Criticise the following terms with reference to their use in Biology :—cells, organised bodies, free cell formation.

V. Discuss the relationship between animals and plants. What facts would you be guided by in assigning any particular unicellular organism to either the animal or vegetable kingdom?

BRANCH III-A.

MONDAY, 15th DECEMBER, 10 A.M. TO 1 P.M.
BOTANY.

I. Describe in detail the male and female organs in any moss.

II. Give a brief account of the spore-bearing generation in Marsilia.

III. Enumerate the main facts in the life-history of Penicillium or Peronospora. How do these two plants obtain their nutriment?

IV. To what orders do the following plants belong :—Fucus, Marchantia, Oedogonium, Isoëtes, Chara? Indicate their mode of life and in what localities you would look for them. How is fertilisation effected in each case?

V. State the more important facts which have been ascertained by experimental water culture.

VI. Write short notes on :—pyrenoids, bicollateral bundles, the waste products of plants, protoxylem, pseudocarps.

MONDAY, 15TH DECEMBER, 2 TO 5 P.M.

BOTANY.

I. Describe the more important kinds of dehiscent fruits. Name a few plants whose fruits develop into schizocarps. In what natural orders does this kind of fruit occur?

II. How would you recognise plants of the natural order Euphorbiaceae? Give an account of the various modes of the arrangement of flowers commonly observed in Euphorbiaceous plants.

III. What is a placenta? Describe the main kinds of placentation occurring in South Indian plants, taking particular examples.

IV. Give the characteristic features of the order Rutaceae, and discuss its relationship with nearly allied orders.

V. Give an account of the functions of the various tissues of a flowering plant.

VI. Describe the structure and development of the macrospore of Phanerogams. State the changes which it undergoes before and immediately after fertilisation.

SATURDAY, 20TH DECEMBER, 10 A.M. TO 1 P.M.

PRACTICAL BOTANY.

I. Draw up explanatory notes on the specimens marked A. B. C. D. E. F.

II. Describe fully and refer to their natural orders the plants marked G. H. I.

III. Comment on the specimens marked J. K. L. and draw a floral diagram of any one of them.

IV. Make preparations illustrating the structure of the specimen marked M. Your answer must be illustrated by clear diagrams.

SATURDAY, 20TH DECEMBER, 2 TO 5 P.M.

PRACTICAL BOTANY.

I. Take either of the specimens marked B. or C. and make a careful study of it. Leave preparations and diagrams illustrating the more important points.

II. Make preparations accompanied by sketches to show the chief tissue elements of the stem provided.

III. Make a transverse section of the leaf provided and fix the ^{west} part of your preparation under the microscope. Show by means of a diagram the structures actually seen in the preparation.

IV. Identify the microscopical preparations marked 1, 2, 3, 4, 5, 6, 7, 8.

BRANCH III-C.

MONDAY, 15TH DECEMBER, 10 A.M. TO 1 P.M.
ZOOLOGY.

- I. Give a general account of the Radiolaria.
- II. Describe the characters by which you would be guided in assigning a cockroach, a butterfly, a housefly, and a bee, to their respective orders.
- III. Give an account of the respiratory organs of the Mollusca.
- IV. In what respects does *Balanoglossus* agree with (a) an echinoderm, (b) a worm, (c) a vertebrate.
- V. Illustrate by means of well selected examples the terms primitive, rudimentary, homologous, protective, and pelagic.
- VI. Compare the gastrula stage of the frog with that of *Amphioxus* in regard to their characters and mode of origin. Does the gastrula stage exist in Birds?

MONDAY, 15TH DECEMBER, 2 TO 5 P.M.
ZOOLOGY.

- I. Give a general account of a Hydroid colony, and describe the sexual reproduction of the Hydrozoa.
- II. Distinguish carefully as regards external characters only, the adult form of each of the following:—a turbellarian, a trematode, a cestode, a nemertean, and a nematode. Mention the localities in which they may be found.
- III. Give concise descriptions of (1) abyssal fauna, (2) *Botryllus*, (3) ethology, (4) *Myxine*, (5) notochord, (6) *Hydrocorallina*, (7) parthenogenesis.
- IV. Give an account of the relation of the impregnated ovum, embryo, or foetus, to the parent in Fishes, Amphibians, and Marsupials.
- V. Compare the structure of the heart in a bony fish, frog, turtle, and pigeon.
- VI. Give a general account of the Cetacea.

TUESDAY, 16TH DECEMBER, 11 A.M. TO 2 P.M.
PRACTICAL ZOOLOGY.—(1st Paper.)

- I. *Cockroach*. Remove the cerebral and suboesophageal nerve ganglia and place them in spirit in a watch glass. Their relation to the oesophagus is to be shown by retaining a portion of the latter.
- II. *Fresh-water Mussel*. Expose as fully as possible the entire alimentary canal from the side.

III. *Pigeon*. Make a preparation to show the course of the bile and pancreatic ducts. Fix the dissection on a board.

IV. *Leech*. Make a preparation to show developing spermatozoa. Leave the preparation under the high power of the microscope, and make a sketch of the stage or stages actually shown.

WEDNESDAY, 17TH DECEMBER, 11 A.M. TO 2 P.M.

PRACTICAL ZOOLOGY.—(2nd Paper.)

I. Give a comparative description accompanied by diagrams of the external characters of the animals provided. Remove the appendages of one side from each animal and arrange them serially on a board.

II. *Vivâ voce* examination.

BRANCH III-D.

MONDAY, 15TH DECEMBER, 10 A.M. TO 1 P.M.

GEOLOGY (1).

I. Describe the physical characters and mode of occurrence of the various forms of silica found in Nature.

II. What is meant by *pleochroism*? Define the terms *face-colours* and *axis-colours*, pointing out precisely how they are determined.

III. Describe the characters and geological mode of occurrence of three iron-ores, illustrating your answer by precise references to occurrences of iron-ores in India.

IV. Describe fully the mineralogical characters and the modes of occurrence of the felspars.

V. Describe the following rocks:—gabbro, trachyte, serpentine, amygdaloidal basalt, travertine, oolite, crush-conglomerate, phonolite.

VI. Explain the following terms:—micropegmatitic, ophitic, geode, paramorphism, idiomorphic, isomorphism, zoneplane, twinning plane.

VII. Give an account of the nature and mode of occurrence of crystalline limestones.

VIII. Describe the minerals isomorphous with anglesite.

MONDAY, 15TH DECEMBER, 2 TO 5 P.M.

GEOLOGY (2).

I. Indicate the zoological affinities of the following fossils and name the formations in which they have been found:—*Sivatherium giganteum*, *Physa princeps*, *Dicynodon orientalis*, *Estheria mangaliensis*, *Trigonia ventricosa*, *Productus indicus*, *Orbitoides papyracea*, *Stephanoceras macrocephalus*, *Halobia lommeli*, *Cardita beaumonti*.

II. Compare the cretaceous formations of the Trichinopoli district with those of Bâgh, pointing out the extra-Indian affinities of both.

III. Describe precisely the origin of unconformability and of overlap. Why is there generally a marked contrast between the fossil contents of two unconformable series of strata?

IV. Compare the fossils of the Damuda series with those characteristic of the Rajmahal beds.

V. Explain with the aid of diagrams the following terms:—syncline, reversed fault, outlier, laccolite, inverted strata, hade, escarpment, false-bedding.

VI. Give an account of the Vindhyan system.

VII. What do you know concerning the nature and mode of occurrence of (a) radiolarian ooze, (b) diatomaceous ooze, (c) red clay, (d) pteropod ooze?

VIII. Explain the theory of artesian wells, comparing them with ordinary springs.

TUESDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

PRACTICAL GEOLOGY.

I. Name the minerals marked A. B. C. D. E. and F. Describe each briefly and give the chemical composition and physical properties.

II. Name and describe the rock sections G. and H.

III. Name the rock specimens I. J. and K., give their mineral composition and mode of occurrence and mention localities in South India where similar rocks occur.

IV. Describe the three crystal models I. M. and N. and name some minerals crystallizing in each form.

V. By what tests would you distinguish between the following minerals? Explain fully how you would proceed in testing them:—
1. Apatite and Beryl. 2. Argentite and Galena. 3. Dolomite and Calcite. 4. Pyrite and Pyrrhotite. 5. Ilmenite and Magnetite.

VI. Explain the formation of geodes in Amygdaloid Lavas.

TUESDAY, 16TH DECEMBER, 2 TO 5 P.M.

PRACTICAL GEOLOGY (2).

I. Name the fossils A, B, C, D, E, and F and explain their proper positions in the Zoological and Geological scales respectively.

II. Describe fully the structure of the Genus Belemnites and mention its position in Geological time.

III. Give the life history of a great volcano, its building, action and extinction;

or

Explain the formation of a great coalfield—Indian or otherwise. Name the chief varieties of coal recognised, and describe briefly three of the leading plants constituting the coal mass. Illustrate by coloured diagrams, which will receive much attention.

IV. Give some account of either the Cretaceous, or the Upper Gondwana rocks occurring South of the Mahanaddi valley. Name and describe briefly the leading fossils, animal or vegetable, which characterize the system you choose for description.

V. Describe the earliest known traces of Man's existence in the Indian Peninsula, and assign them their proper position in Geological time. Name some of the localities where they have been found.

VI. To what Geological systems do you assign the Genera Nummulites, Olenellus, Lingulella, Stringocophalus, Palaeozamia, Conularia, Sigillaria, Bellerophon, Lepidodendron, Calcoola, Olhamia, Glossopteris. Name clearly their zoological and botanical affinities.

BRANCH IV.

SATURDAY, 13TH DECEMBER, 10 A.M. TO 1 P.M.

DEDUCTIVE LOGIC.

I. Logic is spoken of as a *Regulative Science*. What are the characteristics of a Regulative Science? How does Logic as a regulative science differ from Aesthetics and Ethics?

Is the function of Logic *proof* or *discovery*?

II. Show that the controversy about the import of propositions turns really upon a difference of opinion as to the *scope* of Logic.

III. Distinguish between Contradictory and Contrary terms, and show that this distinction is more valuable from a logical point of view than that between Positive and Negative terms.

IV. Prove the legitimacy of Conversion without taking for granted the rules of conversion.

(a) *Only some men are wise* :—Contraposit.

(b) *Truth will prevail* :—Give the obverse of its contradictory.

(c) *Few men think, but all have opinions* :—Express this in a single proposition and give the contradictory of its obverse.

V. Examine the psychological basis of Mill's theory of the syllogism. On what grounds has the validity of the Fourth Figure been disputed? Some men who get on in life are really not talented, for everyone who pushes himself forward gets on in life, though everyone who pushes himself forward is not talented:—State this argument in a syllogistic form and reduce it to the First Figure.

VI. Logicians are divided in their view as to the interpretation of the conjunctive "either, or" in the disjunctive proposition. What interpretation would you accept and why? State and illustrate the different forms of the Disjunctive Syllogism and reduce them to the corresponding Hypothetical forms.

VII. Examine the validity of the following arguments:—

(a) If philosophical theories are true some at least ought to be accepted by a majority of thinkers but as not a single theory

fulfils this condition, no philosophical theory can be true. (b) No mere education and training will make one a poet, and none but those who receive education and training can become scientists, and hence it is impossible for one to be both a poet and a scientist. (c) All rich men are influential ; all influential men are not just in their dealings ; some men who are not just in their dealings are not respected ; therefore some rich men are not respected.

SATURDAY, 13TH DECEMBER, 2 TO 5 P.M.

INDUCTIVE LOGIC.

I. The conception of system is the ground of all inference, but this conception is not itself an inference. Examine Mill's view of this position, in the light of evolution.

II. The force of analogy depends not upon the number, but *weight* of the points compared, and this empiricism overlooked. Explain.

III. 'Hypotheses non fingo.' Has the development of Logic and of Science justified this statement of Newton ? Explain the saying 'facts are only familiar theories.'

IV. Distinguish between empirical law and true theory, and illustrate the evolution of the latter from the former.

V. 'Exceptio probat regulam' Show how the application of the experimental methods exemplifies the truth of this saying.

VI. All definition is relative to an end or purpose, and moreover tends to become obsolete. Explain.

VII. What relation does classification bear to induction ? What general principles will you lay down for the right conduct of classification ; and show how those principles differ with differences in the objects to be classified ?

VIII. What is the proper place of Fallacies in Logic ? Explain and exemplify the fallacies of "*non causa pro causa*" and "*pétitio principii*," and the fallacy of relativity.

MONDAY, 15TH DECEMBER, 10 A.M. TO 1 P.M.

PHYSIOLOGY AND PSYCHOLOGY.

I. What are the functions of the nervous elements and what are the causes and conditions of their exercise ?

II. What warrants have we, in experience, of the causal influence of Mind upon Body and of Body upon Mind ?

III. Distinguish between Sensation and Perception. How can all sensation be shown to involve perception ?

IV. How is the Absolute Sensibility of an organ ascertained ? What is your estimate of the value of quantitative measurement for the study of psychical phenomena ?

V. Explain how Relativity and Retentiveness are psychical conditions of mental processes. How does one idea call up another ?

VI. What bearing has Association on Habit?

VII. Describe the nature of Feeling as a special phase of mental life. How is Feeling related to Thought and to Volition? How do you distinguish Feeling from Emotion?

VIII. Analyse the various psychical factors which contribute to produce Belief. Has every belief a tendency to issue forth into action?

IX. How does the developed consciousness of self gradually arise?

MONDAY, 15TH DECEMBER, 2 TO 5 P.M.

PSYCHOLOGY AND GENERAL PHILOSOPHY.

I. State and examine the hypothesis of sub-consciousness.

II. What do we mean when we distinguish between phenomena and noumena?

III. How has inconceivability been used as a test of truth, and with what validity?

IV. What is the doctrine of the relativity of knowledge? Is. Seth's statement that the doctrine is a condemnation of our knowledge, and of knowledge in general, because it fails to achieve an impossibility, a valid criticism?

V. Show how Hume's Scepticism was the natural outcome of the Cartesian philosophy?

VI. In attempting to meet the sceptical conclusions of Hume, why does Reid begin with an analysis of perception?

VII. What did Reid mean by common-sense and how did he justify an appeal to it?

VIII. Compare Reid and Kant with regard to (1) their enumeration of the general principles underlying experience, (2) their attempts to establish the validity of these principles, (3) their application of these principles.

TUESDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

THEORY OF ETHICS.

I. Examine critically the opinions which ethical writers have held as to the object of the Moral Judgment.

II. What is meant by the term *intuitionist* as applied to Ethics? State and criticise the intuitionist theory of conscience.

III. Distinguish between (1) Duty and Virtue, (2) Conduct and Character.

IV. What meanings have been given by writers on ethics to the terms *responsibility*, *conscientiousness*? State, with reasons, the meaning which you prefer to give to each.

V. Mention some of the chief ways in which, as it seems to you, a Theory of Ethics is affected by a writer's metaphysical conceptions.

VI. Is the relation between Morality and Religion a necessary relation, or an accidental one?

VII. Examine (1) Kant's criticism of the Golden Rule, and (2) his proof of Immortality.

VIII. Say whether you agree or do not agree with the following statements, and give your reasons:—(1) Whatever is expedient is right. (2) Seeing that, in every case, the best is demanded, the idea of merit cannot be included in an ethical system.

IX. What is Spencer's account of the genesis of the sentiment of moral obligation, and how does he establish his position that the element of coerciveness implied in it is only transitory and will diminish as fast as moralisation increases?

TUESDAY, 16TH DECEMBER, 2 TO 5 P.M.

HISTORY OF ETHICS.

I. State briefly the distinctive features of the British Intellectual School of Moralists. What difference is noticeable in the mode of presentation of the Intellectual theory between its earlier and later adherents and to what is it due?

II. "The appearance of Shaftesbury's 'Characteristics,'" says Sidgwick, "marks a turning point in the history of English ethical thought." Prove the influence of Shaftesbury's writings on Hutcheson and on Butler.

III. What is the position taken up by Butler with reference to extreme Selfishness on the one hand and extreme Disinterestedness on the other? State clearly what he means by the supremacy of Conscience and how he establishes it.

IV. How is Hartley's explanation of the origin of moral sentiments an advance on those of Hume and Adam Smith?

V. "Reid's moral psychology," remarks Sidgwick, "is more distinctly than Price's developed on the lines laid down by Butler." Exemplify this remark.

VI. What position does Bentham's scheme of sanctions occupy in his ethical doctrine? Is his scheme of sanctions adequate to support his utilitarian theory?

VII. State in what respects J. S. Mill's utilitarianism differs from that of Bentham and show whether the points of difference strengthen or weaken the utilitarian doctrine. How, according to Sidgwick, was Bentham influenced by the writings of Helvetius, and J. S. Mill by those of Comte?

VIII. Referring to the Revolutionary Theory of Ethics, Sidgwick states that it has tended not merely to modify the Associational explanation of the growth of moral sentiments but also to thrust aside the Benthamite criterion and method for determining the good and bad tendencies of actions. Exemplify this statement.

BRANCH V.

SATURDAY, 18TH DECEMBER, 10 A.M. TO 1 P.M.
HISTORY OF INDIA.

I. What kinds of evidence are available for the history of India before the beginning of the Christian era? Exemplify each, giving facts, with the evidence for them, that are known to us through evidence of each kind.

II. Mention the outstanding facts in the history of South India during the first nine centuries of the Christian era.

III. Illustrate the effect upon Indian History of hostility between different Muhammadan sects and races.

IV. Describe the part played in the politics of India by the Holkar and Sindhia dynasties from 1770 to 1805.

V. Explain the administrative system set up in Bengal after the grant of the Diwani to the Company. What changes in it were introduced by Warren Hastings and by Lord Cornwallis?

VI. Trace the history of British policy towards Afghanistan.

VII. What changes have been made since 1860 in (a) the financial, (b) the legislative, (c) the judicial systems of British India?

SATURDAY, 13TH DECEMBER, 2 TO 5 P.M.

HISTORY OF GREAT BRITAIN.

Write short essays on any *five* of the following subjects:—

I. The effects of the Norman Conquest.

II. ‘The follies and vices of John were the salvation of England.’

III. ‘In the reign of Edward I. the English constitution put on the same essential form it has maintained ever since.’

IV. The Revolutions of 1689 and 1688;—a comparison and a contrast.

V. The break-down of the manorial system.

VI. The Tudor monarchy as representative of the nation.

VII. The connection between religion and politics in the Seventeenth Century.

VIII. The oligarchic character of the British constitution in the Eighteenth Century.

IX. The relations between Great Britain and Ireland in the latter half of the Eighteenth Century.

X. Social evils and their remedy in the first half of the Nineteenth Century.

MONDAY, 15TH DECEMBER, 10 A.M. TO 1 P.M.

HISTORY OF EUROPE, A.D. 14 to 800.

I. Describe the chief events in the external history of Rome in the reign of Nero.

II. Explain the importance of the reigns of Domitian and Hadrian in the development of the Imperial power.

III. Give some account of the wars and conquests of Trajan, and explain why the latter proved no real gain to the Empire.

IV. Describe the changes which were effected in the Imperial government by Diocletian, and point out their merits and defects. How was the system established by Diocletian developed by Constantine?

V. Give some account of the policy pursued by Justinian towards the Teutonic monarchies in the West. State why its success was so temporary.

VI. Explain the circumstances under which the Carolingian family rose to power up to 752 A.D.

VII. What were the causes, ultimate and proximate, that led to the establishment of the Western Empire in 800 A.D.?

MONDAY, 15TH DECEMBER, 2 TO 5 P.M.
POLITICAL SCIENCE.

N.B.—Answer six questions only.

I. 1. With regard to any two of the following consider whether experience affords any guidance:—(a) a proposal to adopt the Referendum, (b) a proposal to establish a State system of poor relief, (c) the extension of Municipal Socialism, (d) the indirect election of Magistrates, (e) a proposal to establish a system of representative Government in India, (f) payment of members of Parliament.

or

2. "For the successful working of democracy under existing conditions we need great men to lead it, skilled men to carry out its decisions, and, finally, effective means for securing that its deliberate judgment shall be the standard of legislation" (*W. Jethro Brown.*) Discuss these three requisites in connection with:—(a) the endeavour to make representatives the mere mouthpieces of their constituents, (b) election by lot to offices, (c) the *Referendum*.

II. What are the main factors that go to make up Nationality? Illustrate your answer by discussing the question, Is there an Indian Nationality?

III. 1. "Political integration is in some cases furthered, and in some cases hindered, by conditions, external and internal" (*Spencer.*) Elucidate this statement by historical examples.

or

2. Illustrate from Teutonic history the statement that War is the chief factor in the creation of States.

IV. What various significations have been attached to the term *Theocracy*? Consider whether, if we classify States into Monarchies, Aristocracies, and Democracies, there is any need for a fourth class of Theocracies.

V. "In antiquity Athens represents democracy and Rome aristocracy. The difference between them is not to be mistaken," (*Seeley*). Illustrate the above quotation by a comparison between the institutions of Athens at the beginning of the Peloponnesian War and Rome during the second Punic War.

VI. Compare the Roman provincial system of the time of Trajan with the British system of government in India.

VII. Shew how the history of the United States of America illustrates:—(a) the difference between a *Staatenbund* and a *Bundesstaat*, (b) the ways in which a written constitution may undergo modification.

VIII. 1. Compare the Frankish State under Charles the Great with the English State of to-day as regards the functions of Government.

or

2. Trace the steps by which the State in England or in France became the sole administrator of justice.

or

3. Illustrate by a sketch of the history of Law in England the contention that the Austinian definition of law is not of universal application.

IX. 1. Explain what is meant by saying that representation in its early stages, say in England in the fourteenth century, was organic. Consider whether this organic character exists at the present time. If not, what remedies would you propose?

or

2. Describe the difference between centralized and decentralized States; and point out the evils to which each is peculiarly liable.

TUESDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

POLITICAL ECONOMY.

I. Examine Mill's statement that 'only through the principle of competition has Political Economy any pretension to the character of a science.'

II. State precisely and criticise Ricardo's Theory of Rent. How far is it applicable to the different systems of land tenure with which you are acquainted?

III. In what sense are wages the 'residual share' of the labourers? Is this always the case? If not, why not?

IV. 1. What is a market? 2. What are the conditions necessary for the approximation of the price of a commodity to the cost of production? 3. How are the prices of the following articles determined?—(a) a measure of rice, (b) a school text-book, (c) a rare postage-stamp.

V. 1. Apart from the Land Tax, what are the chief historical heads of taxation? 2. Give briefly the arguments *for* and *against* the Income Tax. 3. What do you consider the best forms of taxation for India? Give your reasons.

IV. Explain and criticise the following:—1. ‘Cost of production is not a regulator of international values.’ 2. ‘Millionaires spend a larger proportion of their income upon the satisfaction of their personal wants than poor men. Therefore the more millionaires, the richer will be society.’

VII. Is over-production possible? If not, how do you explain the existence of the *unemployed* in what are known as ‘hard times’?

TUESDAY, 16TH DECEMBER, 2 TO 5 P.M.

SPECIAL SUBJECTS.

MAINE'S ANCIENT LAW. HUNTER'S BRITISH INDIA, VOL. I.

A.

[*Not more than four questions in this section are to be attempted.*]

I. What account does Maine give of the original form of Society, and what evidence does he produce in support of his view?

II. Trace the development of Equity at Rome, and compare English and Roman Equity.

III. What substitute does Maine offer for the theory of Occupancy as an account of the origin of Property? How far is the evidence he adduces from India sound?

IV. Discuss the nature of early Criminal Law: mark and illustrate the steps in its development.

V. How does Maine explain the origin and growth of the principle of Primogeniture?

B.

VI. Estimate the importance of Prince Henry of Portugal in the quest for India by sea.

VII. Describe, and account for, the difficulties of the early ventures of the English East India Company.

VIII. Sketch the relations of the English and Dutch between 1619 and 1623. What was their result on the subsequent history of both peoples in the East?

IX. Briefly describe, with the help of a map, the various trade-routes between Europe and India prior to the fifteenth century.

M.A. DEGREE EXAMINATION, 1903.

BRANCH I.

MONDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.
ALGEBRA AND TRIGONOMETRY.

I. Form the generating function of the recurring series $1+2r+9r^2+38r^3+\dots$; and employ it to prove that the integral part of $(\sqrt{5}+2)^n$ is of the form $4r$ or $4r+1$ according as n is odd or even.

II. Prove that $mym-1(x-y) > xm-y^m > mym-1(x-y)$ unless $0 < m < 1$, in which case the inequalities are reversed.

If $S_n = \frac{1}{\sqrt{1}} + \frac{1}{\sqrt{2}} + \frac{1}{\sqrt{3}} \dots + \frac{1}{\sqrt{n}}$ prove that

$$2\sqrt{n} > S_n > 2(\sqrt{n+1}-1).$$

III. Prove that if $\frac{x}{e^x - 1}$ can be expanded in powers of x , the expansion is of the form $1 - \frac{x}{2} + \frac{B_1}{2!}x^2 - \frac{B_2}{4!}x^4 + \dots$, and show that $(2n+1)B_n = N_n B_{n-1} - N_{n-1} B_{n-2} + \dots + (-1)^n B + (-1)^{n+1} \cdot \frac{2n-1}{2}$, where N_r denotes the number of combinations of $2n+1$ things taken r at a time.

Show that

$$(i) \frac{1}{(e-1)^2} = \frac{1}{2} - B_1 + \frac{B_2}{3!} - \frac{B_3}{5!} + \dots;$$

$$(ii) \frac{\pi}{4} + \frac{B_1}{2!} \left(\frac{\pi}{2}\right)^2 + \frac{B_2}{4!} \left(\frac{\pi}{2}\right)^4 + \dots = 1.$$

IV. Find the number of positive integers less than and prime to N .

Show that if there are n such integers (including 1) and N has m prime factors $1, a, b, c, \dots$, the sum of the squares of these integers is $\frac{n}{6} \{ 2N^2 + (-1)^{m-1} abc \dots \}$.

V. Explain and establish Fourier's (or Budan's) method of separating the roots of an equation.

Find the number and situation of the real roots of $144x^5 + 90x^4 - 425x^3 - 375x^2 + 165x + 150 = 0$.

VI. Prove the rule for finding the product of two determinants of the same order.

Show that

$$\begin{vmatrix} bc - f^2 & fg - ch & fh - bg \\ fg - ch & ac - g^2 & gh - af \\ fh - bg & gh - af & ab - h^2 \end{vmatrix} = \left\{ \begin{vmatrix} a & h & g \\ h & b & f \\ g & f & c \end{vmatrix} \right\}^2$$

VII. Show that $\sin \theta = \theta \left(1 - \frac{\theta^2}{\pi^2} \right) \left(1 - \frac{\theta^2}{2^2 \pi^2} \right) \dots$; and that

if r lies between $-\frac{1}{4}$ and $+\frac{1}{4}$ and s_p denotes $1 + \frac{1}{2p} + \frac{1}{3p} + \dots$,

$$\log \frac{\tanh r\pi}{\tan r\pi} = -2 \left\{ 2s_2 r^2 + \frac{62}{3} s_4 r^4 + \dots + \frac{2^{4n+2}-2}{2n+1} s_{4n+2} r^{4n+2} + \dots \right\}.$$

VIII. Establish DeMoivre's property of the circle, and deduce that when n is an even integer

$$1 + \cos^n \frac{\pi}{n} = \sin^2 \frac{\pi}{n} \left(1 - 2 \cos \frac{\pi}{n} \cos \frac{3\pi}{n} + \cos^2 \frac{\pi}{n} \right) \left(1 - 2 \cos \frac{\pi}{n} \cos \frac{5\pi}{n} + \cos^2 \frac{\pi}{n} \right) \dots \left(1 - 2 \cos \frac{\pi}{n} \cos \frac{n-1}{n}\pi + \cos^2 \frac{\pi}{n} \right).$$

How must this be modified if n is odd?

IX. Three small circles of a sphere whose radii are r_a, r_b, r_c and poles A, B, C touch each other. A fourth circle is described outside them and touches them all. Show that its radius R is given by the equation

$$\Sigma \cos^2(R - r_a) \sin^2 a - 2\Sigma \cos(R - r_b) \cos(R - r_c) \sin b \sin c \cos A = \sin^2 A \sin^2 b \sin^2 c.$$

Show that if the fourth circle is a great circle,

$\Sigma \sin(s-a) \sin a = 4 \sqrt{\{ \sin s \sin(s-a) \sin(s-b) \sin(s-c) \}}$ and that if in addition the triangle ABC is equilateral, $\cos a = \frac{1}{3}$.

X. Find the radius of a sphere inscribed in a regular polyhedron in terms of the radius of the circumscribed sphere.

A, B, C are vertices of one face of a regular icosahedron inscribed in a sphere of radius R . The arcs BC, CA, AB are bisected in D, E, F respectively. Show that the straight lines BD and DF are respectively equal to $R \sqrt{2 - \operatorname{cosec} 36^\circ}$ and $2R \sin 18^\circ$.

Prove that if by repeating this construction a solid of 80 faces is formed having its solid angles at $A, B, C, D, E, F, \text{ &c.}$

its volume will be $\frac{5}{2} \{ \sqrt{5} - 1 \} \left\{ \sqrt{\frac{5+\sqrt{5}}{10}} + \frac{1}{3} \right\} R^3$.

MONDAY, 19TH JANUARY, 2 TO 5 P.M.

COORDINATE GEOMETRY.

I. Define *anharmonic ratio*. If $a = 0, \beta = 0$ be any two straight lines, prove that the anharmonic ratio of the four lines $a + a\beta = 0, a + b\beta = 0, a + c\beta = 0$ and $a + d\beta = 0$ is equal to $(a - c)(b - d):(a - d)(b - c)$.

The lengths of the common tangents of two circles are t_1, t_2 . Show that the anharmonic ratio of the points in which they cut any other tangent is $(t_1 - t_2)/(t_1 + t_2)$.

II. Prove that through any point in the plane of a given conic there can be drawn an ellipse and an hyperbola confocal with it.

If θ be the angle between two tangents to an ellipse drawn from any point, prove that $\theta = 2 \tan^{-1} \sqrt{-\frac{\lambda_1}{\lambda_2}}$, where λ_1, λ_2 are the parameters of the confocals through that point; and show that the equation of the two tangents referred to the normals of the confocals as axes is $x^2/\lambda_1 + y^2/\lambda_2 = 0$.

III. Find the length of the perpendicular from the point a', β', γ' on the line $la + mb + nc = 0$.

If R be the circumradius of ABC , the triangle of reference, prove that the lengths of the perpendiculars from its vertices on the join of its orthocentre and centroid (Euler's Line) are $2R \cos A \sin(B - C)/\sqrt{1 - 8 \cos A \cos B \cos C}$, etc.

IV. Find the equation of a conic touching the sides of the triangle of reference. Three tangents to a parabola at the points A, B, C form an equilateral triangle. Prove that the ellipse which touches the sides of the triangle ABC at their middle points passes through the focus of the parabola.

V. Prove that any conic can be projected into a circle having the projection of any given point for centre.

OAB is a fixed straight line touching two fixed conics in A, B , OPQ any straight line through O meeting the conics in P, Q . Prove that the locus of intersection of the straight lines AP, BQ is a conic passing through the four points common to the two given conics.

VI. Find the equation of a plane passing through three given points, and the volume of a tetrahedron whose angular points are given.

Prove that the four planes $my + nz = 0, ns + lx = 0, lx + my = 0$, and $x + my + nz = p$ form a tetrahedron whose volume is $\frac{2p^3}{3lmn}$.

VII. Find the equations of the principal planes of a conicoid.

Determine the nature of the surfaces represented by the following equations :—

$$(1) \quad 5x^2 + 2y^2 - 2z^2 - 10xy - 4yz - 4y - 16z - 16 = 0;$$

$$(2) \quad 2x^2 - 5y^2 + z^2 + 4xy + 6yz - 8zx + 1 = 0;$$

$$(3) \quad (cy - bz)^2 + (az - cx)^2 + (bx - ay)^2 = 1.$$

VIII. Find the condition that the section of the conicoid $ax^2 + by^2 + cz^2 + 2fyz + 2gzx + 2hxy = 1$ made by the plane $lx + my + nz = 0$ may be a rectangular hyperbola.

Show that all plane sections of $\frac{x^2}{a} - \frac{y^2}{b} = z$ which are rectangular hyperbolæ and which pass through the point a, β, γ touch the cone $\frac{(x-a)^2}{a} - \frac{(y-\beta)^2}{b} + \frac{(z-\gamma)^2}{a-b} = 0$.

IX. Find the equation of the osculating plane at any point of a curve.

Find the equations of the principal normal and the osculating plane at any point of the curve given by the equations $x = 4a \cos^3 \theta, y = 4a \sin^3 \theta, z = 3c \cos 2\theta$.

X. Determine the principal radii of curvature at any point of the surface $z = f(x, y)$. Hence deduce the conditions for an umbilicus.

A surface is generated by a straight line which always intersects a given circle and the normal to the plane of the circle drawn through its centre. If θ is the angle which the generator makes with this normal and ϕ the angle which the projection of the generator on the plane of the circle makes with a fixed radius, prove that the principal radii of curvature at the point where the generator meets the circle are given by the equation $\rho^2 \left(\frac{d\theta}{d\phi} \right)^2 + a\rho \cos \theta = a^2$.

TUESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

NEWTON AND DIFFERENTIAL CALCULUS.

I. State and prove Newton's lemma relating to the areas of curvilinear figures; and prove that the volume of the solid generated by the revolution of a plane area A about a line in its plane is Al , where l is the length of the path described by the centre of inertia of the area.

If an arc of a circle of radius r and the perpendicular from either extremity on the tangent to the arc at the other extremity revolve round this tangent, prove that the volume of the solid generated is $\pi r^3 (2 \sin a - a - \sin a \cos a - \frac{1}{3} \sin^3 a)$, where a is the angle subtended by the arc at the centre of the circle.

II. Prove geometrically that the evolute of an epicycloid is a similar epicycloid, and find the radius of curvature at any point of an epicycloid.

A smooth curve in the form of an epicycloid is placed with its axis vertical and vertex upwards, and a particle placed at the vertex and gently displaced slides down the curve. Prove that it will leave the curve at a point P such that θ , the inclination to the vertical of the radius drawn from the centre of the fixed circle to the point of contact of the rolling circle in the position corresponding to P , is given by the equation

$$(a+b)(a+3b) \cos \theta + b(2a+3b) \cos \left(1 + \frac{a}{b}\right) \theta = (a+2b)^2,$$

where a and b are the radii of the fixed and rolling circles respectively. Hence show that when a is infinite, that is, when the epicycloid becomes a cycloid, the particle will leave the curve when its direction of motion is equally inclined to the horizontal and the vertical.

III. A particle describes an hyperbola under the action of a repulsive force tending from the centre of the hyperbola. Prove that the force at any point is proportional to the distance, and the velocity at the point proportional to the diameter of the conjugate hyperbola which is parallel to the tangent at the point.

If the hyperbola described is rectangular, and if C is the centre, A the vertex, P any position of the particle, Y the foot of the perpendicular from C on the tangent to the path at P , prove that the velocity of Y is proportional to CY , and that the rate at

which P and Y separate is $\sqrt{\mu} \left(CP + \frac{CA^4}{CP^3} \right)$, where μ is the force on the particle at unit distance from the centre.

IV. 1. If $a < b$, prove that $\frac{dn}{dx^n} \log(x^2 + 2ax + b^2)$

$$= 2(-1)^{n-1} (n-1)! (x^2 + 2ax + b^2)^{-\frac{n}{2}} \cos \left(n + \frac{1}{2} \right) \pi$$

2. If $f(x)$ can be expanded in positive integral powers of x , prove that $f(D)uv = uf(D)v + Du f_1(D)v + \frac{D^2 u}{2!} f_2(D)v + \dots$

V. Given $z = x + y\phi(z)$, show how to expand z in powers of y , and deduce the expansion of $(1 - 2xy + y^2)^{-\frac{1}{2}}$ in powers of y .

If P_n be the coefficient of y^n in the latter expansion, prove that

$$(1) \quad nP_n - (2n-1)xP_{n-1} + (n-1)P_{n-2} = 0;$$

$$(2) \quad \frac{dP_n}{dx} - 2x \frac{dP_{n-1}}{dx} + \frac{dP_{n-2}}{dx} = P_{n-1};$$

$$(3) \quad \frac{dP_n}{dx} = nP_{n-1} + (n-1)xP_{n-2} + (n-2)x^2P_{n-3} + \dots$$

VI. Given $u = f(x, y)$ and $\phi(x, y) = 0$, show how to determine the maximum and minimum values of u . Find the maximum value of the expression $(a^2 - x^2)(b^2 - y^2)(c^2 - z^2)$, subject to the condition $\frac{x^2}{a^2} + \frac{y^2}{b^2} + \frac{z^2}{c^2} = 1$.

VII. 1. Given $u + iv = f(x + iy)$, prove that

$$\left(\frac{\partial V}{\partial x}\right)^2 + \left(\frac{\partial V}{\partial y}\right)^2 = k^2 \left\{ \left(\frac{\partial V}{\partial u}\right)^2 + \left(\frac{\partial V}{\partial v}\right)^2 \right\},$$

and $\frac{\partial^2 V}{\partial x^2} + \frac{\partial^2 V}{\partial y^2} = k^2 \left(\frac{\partial^2 V}{\partial u^2} + \frac{\partial^2 V}{\partial v^2} \right)$, where $k^2 = \left(\frac{\partial u}{\partial x}\right)^2 + \left(\frac{\partial u}{\partial y}\right)^2$.

2. A and B are fixed points, and P is any point whose coordinates referred to rectangular axes are x, y . If $PA=r$, $PB=s$, and the angle $APB=\phi$, prove that $\log r/s$ and ϕ are conjugate functions.

VIII. Find the parabolic asymptotes of the curve

$$(y^2 - x^2)^2 + 2ax(y^3 - 3x^2) - 3a^2x^2 = 0.$$

Find also the nature of the curve at the origin, and trace the curve.

IX. Show how to find the equation of the conic having closest contact with the curve

$$ay = a_0x^2 + a_1xy + a_2y^2 + b_0x^3 + b_1x^2y + b_2xy^2 + b_3y^3 + u_4 + u_5 + \dots \text{at the origin.}$$

Prove that the latus rectum of the parabola having closest contact with a curve at a given point is $2\rho / \left\{ 1 + \left(\frac{1}{3} \frac{d\rho}{ds} \right)^{3/2} \right\}^{3/2}$, and that the distance of the focus from the point of contact is

$$\frac{\rho}{2} / \left\{ 1 + \left(\frac{1}{3} \frac{d\rho}{ds} \right)^2 \right\}^{1/2}.$$

X. 1. In the expression $\frac{\partial^2 u}{\partial x^2} + 2 \frac{\partial^2 u}{\partial x \partial y} + \frac{\partial^2 u}{\partial y^2}$ change the variables from x and y to s and t , where $s = ex + ey$, $t = ex + y$.

2. If $\nabla^2 u = 0$, where $u = f(x, y, z)$, prove that $\nabla^2 v = 0$, where $v = \frac{1}{r} f \left(\frac{x}{r^2}, \frac{y}{r^2}, \frac{z}{r^2} \right)$, and $r^2 = x^2 + y^2 + z^2$.

TUESDAY, 20TH JANUARY, 2 TO 5 P.M.
INTEGRAL CALCULUS AND DIFFERENTIAL EQUATIONS.

I. Integrate with regard to x the expressions :

$$(1) \cos^{-1} \left(\frac{b}{x} \right), \quad (2) \cos x \sqrt{3 + \sin 2x}, \quad (3) \frac{1}{x(1 + 8x^6 + 2x^6)}$$

II. Discuss the integration with regard to x of a function of the form $(P+Q\sqrt{R})/(P'+Q'\sqrt{R})$ where P, Q, P', Q' are rational integral functions of x and R is of the form $ax^2+2bx+c$.

Integrate completely $\frac{(x-2)dx}{(3x^2-16x+22)(x^2-10x+19)^{\frac{1}{2}}}$.

III. Prove that, if n is a positive integer,

$$\int_0^{\frac{\pi}{2}} \cos nr (\cos x)^n dx = \frac{(-1)^n}{2n+1}.$$

If $p < 1$, prove that

$$\int_0^{\pi} \tan^{-1} \frac{p \sin x}{1 + p \cos x} dx = 2(p + \frac{p^3}{3^2} + \frac{p^5}{5^2} + \dots).$$

IV. Evaluate the definite integral $\int_0^1 x^m (\log x)^n dx$, n being a positive integer; and prove that $\int_0^1 \log x \log(1-x) dx = 2 - \frac{\pi^2}{6}$.

Express the value of $\iiint x^{l-1} y^{m-1} z^{n-1} dx dy dz$ in Gamma-functions, the summation being extended to all positive values of x, y, z such that $\left(\frac{x}{a}\right)^p + \left(\frac{y}{b}\right)^q + \left(\frac{z}{c}\right)^r$ is less than unity.

V. Prove that the mean distance of all points within a circle of radius a from a fixed point on the circumference is $\frac{92a}{9\pi}$; and that the mean distance between any two points within the circle is $\frac{128a}{45\pi}$.

Find the chance that if two points be taken at random within the circle the distance between them will be less than c .

VI. Distinguish between ordinary and partial differential equations.

Integrate (1) $\frac{dy}{dx} = \frac{a^2}{r^8(1+y^2)} - \frac{y}{x}$,

(2) $x \frac{dy}{dx} + y = \frac{y^2}{\sqrt{1+x^2}}$,

(3) $8(9x+4yp^3) = 8p^3x$,

(4) $x^2 \frac{d^2y}{dx^2} + x \frac{dy}{dx} + (4x^4 - 4x^2 - 1)y^3 = 0$.

VII. Explain the process of integrating the equation $Pdx + Qdy + Rdz = 0$ when the condition of integrability is satisfied, and point out at what stage the condition is used.

Find a solution of the equation

$(x^2 + 2xy + y^2 - z^2) dx - (x^2 + 2xy + y^2 + z^2) dy + 2(x + y) zdz = 0$
which is satisfied by $x = y = z = 1$.

VIII. Explain the three classes of solutions of the linear partial differential equation $Pp + Qq = R$, and show that every solution of the equation is included in one or other of them.

Find the complete primitive and general integral of the equation $(x+y)\{(y-1)px + (1-x)qy\} + z(x-y)(x+y-1) = 0$.

IX. Prove that if n is a positive integer other than zero, J_n and Y_n are solutions of Bessel's equation

$$x^2 \frac{d^2y}{dx^2} + x \frac{dy}{dx} + (x^2 - n^2)y = 0,$$

where $J_n = \sum_{r=0}^{r=\infty} \frac{(-1)^r}{(n+r)! r!} \left(\frac{x}{2}\right)^{n+2r}$, and $Y_n = J_n \log x$

$$\sum_{r=1}^{r=\infty} \frac{(-1)^r}{r(n+r)} \frac{n+2r}{J_{n+2r}} = \frac{n!}{2} \sum_{p=0}^{p=n-1} \frac{1}{n-p} \cdot \left(\frac{2}{x}\right)^{n-p} \frac{J_p}{p!}.$$

Prove that

$$x^2 J_n = x^2 \frac{dJ_{n+1}}{dx} - (n+1)x \frac{dJ_n}{dx} + n(n+1)J_n = \\ x^2 \frac{dJ_{n-1}}{dx} + (n-1)x \frac{dJ_n}{dx} + n(n-1)J_n.$$

WEDNESDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.
ADDITIONAL PAPER IN PURE MATHEMATICS.

I. I, I_1, I_2, I_3 are the centres of the inscribed and escribed circles of the triangle ABC ; DEF the points of contact of the inscribed circle with the sides. Show that I_1D, I_2E and I_3F are concurrent, and that the triangle ABC is a geometrical mean between the triangles DEF and $I_1I_2I_3$.

II. Prove that the polar circles of the four triangles of a tetragram and the circumcircle of the diagonal triangle are coaxal.

III. 1. Prove that, if $a_1, a_2, a_3, \dots, a_n$ be positive integers

$$\Sigma a_1 \cdot \Sigma \frac{1}{a_1} > n^2.$$

2. Prove that $\{(n-1)!\}^2 > n^{n-2}$.

IV. 1. Solve the equations

$$x^2 + y^2 + z^2 = 38, \quad x^3 + y^3 + z^3 + 3xyz = 16, \quad y^2z^2 + z^2x^2 + x^2y^2 = 361.$$

2. Prove that $x^4 + 4ex^3 + 6e^2x^2 + 4ex + 1 = 0$ has no real roots if $\pm e$ lie without the limits $\frac{1}{2}$ and 1 , and has two real and two imaginary roots if $\pm e$ lie within these limits.

V. Prove that if n be a positive integer,

$$\sin nx = \frac{n}{1 \cdot 3 \cdot 5 \dots (2n-1)} \left(\frac{1}{\sin x} \cdot \frac{d}{dx} \right)^{n-1} \sin 2n-1x;$$

and deduce that $\cos 2nx$

$$= \cos 2nx \{ 1 - n(2n-1)\tan^2 x + \frac{n(n-1)}{2!} \cdot \frac{(2n-1)(2n-3)}{3} \tan^4 x \\ - \frac{n(n-1)(n-2)}{3!} \cdot \frac{(2n-1)(2n-3)(2n-5)}{3 \cdot 5} \tan^6 x + \dots \dots \}.$$

VI. Show that the class of a curve of the n^{th} degree which has d double points is $n(n-1) - 2d$.

If a non-degenerate curve of the n^{th} degree have a multiple point of the highest order, find its class (1) when the tangents at the multiple point are all distinct, (2) when they are all coincident.

VII. Find the condition that the general trilinear equation may represent a pair of straight lines, and deduce expressions for the point of intersection of the pair of lines.

Prove that if a series of conics have four points in common they have a pair of conjugate directions in common, and that the locus of their centres is a hyperbola whose asymptotes are parallel to the common conjugate directions.

VIII. Find the principal invariants in any transformation of a quadric function which corresponds to passage from one set of oblique Cartesian axes to another, and give geometrical interpretations where you can.

Show that an elliptic paraboloid has no hyperbolic section, and that if it be a surface of revolution, the latus rectum of each parabolic section is constant, and the locus of the foci of all the parabolic sections is an equal paraboloid.

IX. Find an expression for the length of the arc of an ellipse. An ellipse of small eccentricity rolls on a straight line. Show that if the fourth power of the eccentricity be neglected, the centre traces a curve of sines.

X. Discuss the conditions for the admissibility of finding the differential coefficient of a definite integral with respect to any parameter by merely differentiating the integrand.

Apply your conditions to the integrals

$$\int_0^\infty \frac{\sin cx}{x} dx \text{ and } \int_0^\infty e^{-ax^2} \cos 2rx dx, \text{ and evaluate the latter.}$$

XI. Show how to integrate the equation $\phi \left(\frac{d}{dx}, \frac{d}{dy} \right) z = 0$, where $\phi \left(\frac{d}{dx}, \frac{d}{dy} \right)$ is a homogeneous integral function of $\frac{d}{dx}$ and $\frac{d}{dy}$.

$$\text{Solve } x^a \frac{d^2 z}{dy^2} - y^a \frac{d^2 z}{dx^2} = \log xy.$$

WEDNESDAY, 21ST JANUARY, 2 TO 5 P.M.
PROBLEMS IN PURE MATHEMATICS.

I. Show that the total number of signals which can be made with n different flags on r different masts is one less than the coefficient of x^n in the expansion of $n!ex(1-x)^{-r}$.

II. D, E, F are the middle points of the sides of a triangle ABC , P, Q, R the points of contact of its incircle. Chords PL, QM, RN are placed in the circle parallel to the sides of the triangle PQR . Show that the lines DL, EM and FN meet on the point of contact of the inscribed and nine-point circles of the triangle ABC .

III. In a certain series, the terms are given by the equation $u_n + u_{n-2} = pu_{n-1}$. Show that the points $x=u_n, y=u_{n+1}$, obtained by varying n , lie on a conic or a pair of conics according as the positive or negative sign is adopted.

IV. Given a conic and a point in its plane, show that it is possible to describe two circles with the given point as centre such that triangles may be inscribed in either of the circles so as to circumscribe the conic.

V. A parabola touches three given straight lines. Show that its envelope as well as the envelope of the tangent at the vertex is a three-cusped hypocycloid.

VI. From any point perpendiculars are drawn to the generators of the surface $z(x^2+y^2)=2axy$. Show that the locus of the feet of the perpendiculars is a plane ellipse. Show also that the two generators which meet any perpendicular (other than that which cuts it at right angles) are equally inclined to the axis of x .

VII. Given $w=f(x)+y\phi(w)+z\psi(w)$ where x, y, z are independent variables, show how to expand $F(w)$ in ascending powers of y and z , the coefficients being expressed as functions of x . Find the coefficient of $y^3 z^2$ in the expansion of $\sin w$ where $w=\log x + ye^{5w} + ze^{-7w}$.

VIII. A, B, C, D, E represent the entire circumferences of a curve and its successive pedals. Show that if C pertains to an ellipse having its centre at the pedal origin, $B(B+D)=(2C-E)(3C-A)$.

IX. In an oblique cone the maximum angle between two generators lying in a plane through the axis is α and the minimum β . With the vertex as centre and radius r a sphere is described. Determine the volume common to the cone and the sphere in the form of a definite integral. Evaluate it when $\alpha=\beta$.

X. 1. Show that

$$\int_0^{\frac{\pi}{2}} \tan^{-1} \frac{2a^2 \sin^2 \theta}{1-a^4} \cdot \frac{d\theta}{\sin \theta} = 4 \tan^{-1} a \tanh^{-1} a,$$

where a^2 is less than $1 + \sqrt{2}$.

2. Evaluate $\int_0^{\infty} \frac{dx}{\sqrt{1+x^4}}$.

THURSDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.

DYNAMICS (1).

I. A plane P moves in such a manner that a circle A described in P rolls on a fixed circle B , the point of contact of A and B moving uniformly on the circumference of B . Find at any instant two points I and J in A such that I has no velocity and J no acceleration. When will J be a fixed point?

II. A particle of unit mass describes an orbit under an attractive force P to the origin and a transverse force T perpendicular to the radius vector. Show that the differential equation of the orbit is given by $\frac{d^2u}{d\theta^2} + u = \frac{P}{h^2u^3} - \frac{T}{h^2u^3} \cdot \frac{du}{d\theta} = 2Tu^{-3}$.

If the attractive force is always zero, and the particle move in an equiangular spiral of angle 60° , prove that

$$T = \mu r^6 \text{ and } h = \frac{1}{2} \sqrt{\mu} \sqrt{3.r^4}.$$

III. Two particles, anyhow projected, are acted on solely by their mutual attractions according to the Newtonian law. Show that the line joining them is always parallel to a fixed plane, and determine their relative orbits.

The constituents of a double star describe circles about each other in a time T . If they were deprived of velocity and allowed to fall into each other, prove that they would meet after a time $T/4\sqrt{2}$.

IV. A particle slides from rest on a rough inverted cycloid placed with its axis vertical in a medium whose resistance varies as the velocity. Prove that the motion is tautochronous.

V. Obtain, in cylindrical coordinates, the equations of motion of a particle constrained to move on a fixed smooth surface of revolution.

A particle of mass m moves on the inner surface of a right cone (semi-vertical angle a) under the action of a repulsive force $m\mu r^{-3}$ from the axis. The angular momentum of the particle about the axis being $m\sqrt{\mu} \tan a$, show that its path is an arc of an hyperbola whose eccentricity is $\sec a$.

VI. Explain what is meant by a force diagram, and construct a diagram for a funicular polygon.

Of five coplanar forces in equilibrium, given the lines of action of all, the magnitude of one, and the ratio of the magnitudes of two others, find the magnitudes of all.

A plane elliptic board is placed so that its plane is vertical, on two pegs P, Q , which are in a horizontal line. Show that there will be equilibrium if P, Q are the ends of a pair of conjugate diameters, and examine whether the equilibrium is stable or unstable.

VII. Find (1) the centroid of the surface generated by the revolution of a catenary about its directrix; (2) the centre of mass of the eighth part of an ellipsoid included between its principal planes.

VIII. An inextensible string lies at rest on a smooth surface. Prove that the tension at any point (x, y, z) is given by the equation $T = C - f(Xdx + Ydy + Zdz)$, where X, Y, Z are the component forces per unit of length.

A uniform endless chain is hung over a smooth circular cylinder whose axis is horizontal. If a be the radius of the cylinder, $\frac{4\pi a}{3}$ the arc which the string touches, show that the length of string which hangs freely is $3a/\log(2 + \sqrt{3})$.

IX. Find the attraction of a circular plate of uniform surface density on a point in a line through its centre perpendicular to its plane.

Where should a particle be placed on the axis of a hemispherical body so as to remain in equilibrium under the attraction of the matter of the hemisphere surrounding it?

THURSDAY, 22ND JANUARY, 2 TO 5 P.M.

DYNAMICS (2).

I. Show how to determine the principal axes and moments of inertia at any point in a solid, the principal axes and moments of inertia at the centre of mass being known.

The six coordinates of a line are $l, m, n, \lambda, \mu, \nu$. Prove that it will be a principal axis at some point of its length if $Al\lambda + Bl\mu + Cl\nu = 0$, the axes of coordinates being the principal axes at the centre of mass, and A, B, C being the principal moments at the centre of mass.

II. Investigate the change of motion produced in a moving body by a given blow at a specified point.

A body at rest is set in motion by a blow at the point a, b, c . Prove that the resulting motion will be one of pure rotation if the direction of the blow is parallel to a generating line of the cone

$$a\left(\frac{1}{B} - \frac{1}{C}\right)yz + b\left(\frac{1}{C} - \frac{1}{A}\right)zx + c\left(\frac{1}{A} - \frac{1}{B}\right)xy = 0,$$

the axes of coordinates being the principal axes at the centre of mass.

III. State the principles known as the conservation of energy and the conservation of momentum, indicating clearly when they are applicable and when not. Prove them for a system moving in two dimensions.

A pulley of mass M and radius a is free to turn about its centre which is fixed, the radius of gyration being k . A string having one end attached to a point on the circumference is wound round it, and the other end is attached to a particle of mass m , a length l of the string being free. The particle is projected with a velocity V at right angles to the string in the direction which will make the string begin to wind on the pulley. Prove that at any subsequent time t , the length z of the straight portion of the string is given by $z^2 = l^2 - 2aVt + V^2t^2/\lambda^2$, where $Mk^2 + ma^2 = \lambda^2ma^2$. Prove also that if $l = a\lambda \sin \beta$, the particle will impinge on the pulley, and that the pulley will then have turned through an angle $\lambda(\beta - \sin \beta)$.

IV. Prove that the rate of change of angular momentum about the instantaneous centre of a body moving in a plane is $\dot{M}(k^2 + r^2)\omega' + Mr\dot{r}\omega$, where r is the distance of the instantaneous centre from the centre of inertia and k is the radius of gyration about the latter point.

Prove also that the expression may be put in the form $\frac{1}{\omega} \frac{dT}{dt}$ where T is the kinetic energy.

An equilateral triangle rests with its plane vertical and two sides in contact with two smooth pegs in the same horizontal line. Prove that for a small oscillation about the position of equilibrium the length of the simple equivalent pendulum is $\sqrt{3a^2/12(2c-a)}$ where a is the side of the triangle and c the distance between the pegs.

V. Show how to determine the initial accelerations and reactions of a system of bodies in two dimensions which move from rest under the action of finite forces.

Three equal uniform rods AB , BC , CD , each of length $2a$, are freely jointed at B and C , and AB is free to turn about A . The rods are held in a horizontal straight line and are then let go. Prove that the initial angular accelerations of the rods are as $11 : -3 : 1$.

VI. A sphere which is rotating about a horizontal diameter with angular velocity ω is gently placed on a rough horizontal table, the coefficient of friction being μ . Discuss the subsequent motion, explaining carefully at each step the law of dynamical friction which is applied.

A sphere is at rest on a rough horizontal plane, the coefficient of friction being μ , and the plane is made to execute simple harmonic vibrations according to the law $x = b \cos nt$. Write down the equations of motion (1) when there is pure rolling, (2) when there is sliding, and show that if $\mu > 2bn^2/7g$ the motion throughout will be one of pure rolling, but that if $\mu < 2bn^2/7g$ there will be alternate periods of slipping and rolling. Which will take place initially?

VII. Establish Lagrange's equations of motion.

A circular ring of radius a rests with its plane vertical in contact with a smooth horizontal table. An angular velocity n about its axis and an angular velocity Ω about the vertical diameter are communicated to it. Prove that at any subsequent time the angle which its plane makes with the horizontal is given by the equation $(\sin^2 \theta + 2 \sin^2 \theta \cos^2 \theta) \dot{\theta}^2 = 4n\Omega \cos \theta - (\Omega^2 + 4n^2) \cos^2 \theta + \frac{4g}{a} \sin^2 \theta (1 - \sin \theta)$.

Prove that it will not remain in a stable condition of steady motion with its plane vertical unless n or Ω is zero, and $a\Omega^2 > 2g$ in the former case, and $2an^2 > g$ in the latter.

VIII. A chain is at rest under no forces, and the ends are plucked with tangential velocities u_1 and u_2 . Find the equations for the impulse of the tension at any point, and the tangential and

normal velocities. Show that the kinetic energy communicated is $\frac{1}{2} (T_1 u_1 - T_2 u_2)$, where T_1 and T_2 are the impulses of the tensions at the ends.

IX. Prove Euler's geometrical equations for the motion of a body about a fixed point.

The middle point of one side of a uniform rectangle is fixed, and the line joining it to the middle point of the opposite side is constrained to describe a circular cone of semi-angle a with uniform angular velocity. The rectangle being otherwise free, find the positions of steady motion, and prove that the time of a small oscillation about the position of stable steady motion is equal to the period of revolution divided by $\sin a$.

FRIDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.
HYDROSTATICS, HYDRODYNAMICS, AND OPTICS.

I. Show how to determine the positions in which a given solid can float in a liquid of given density.

Prove that if a homogeneous prism in the form of an equilateral triangle floats on water with the edges horizontal, there cannot be three positions of equilibrium with one and the same edge immersed unless the specific gravity of the material of the prism is less than .5625.

II. A circular hollow cone which is not weightless is lowered into water by a rope attached to its vertex so that its axis remains vertical. Find an equation for the volume of the compressed air in the cone when the vertex is at a given depth below the surface.

A cylindrical diving-bell hangs suspended in water by a chain attached to its upper flat end. Find an expression for the volume of air at atmospheric pressure which may be pumped into it before this position becomes unstable.

III. State the gaseous laws of Boyle, Dalton, and Charles respectively.

If gravity and temperature be taken to be constant throughout the atmosphere, prove that the barometric readings at the earth's surface and at an altitude z feet are connected by the

equation $\log \frac{h}{h_0} + \frac{z}{H} = 0$, where h_0 and h are the barometric readings and H is a constant.

Also, if gravity vary according to the natural law, and the absolute temperature be taken to vary inversely as the distance from the earth's centre, prove that the above equation must be modified into $\log \frac{h}{h_0} + \left(\frac{a}{H} - 2 \right) \log \left(1 + \frac{z}{a} \right) = 0$, where a is the earth's radius in feet.

IV: Show that the equations of the capillary curve, formed by the surface of fluid in contact with a vertical plane wall, are

$$s - x = 2c \left(\cos \frac{\psi}{2} - \cos \frac{a}{2} \right), \quad y = 2c \sin \frac{\psi}{2}; \quad s = c \log \left(\cot \frac{\psi}{4} \tan \frac{a}{4} \right);$$

when the origin is taken at the point of intersection of the wall with the undisturbed plane surface, ψ is the angle which the tangent at any point makes with the horizontal, which is the axis

of x , $\frac{\pi}{2} - a$ is the angle of contact, and the surface tension $= gpc^2$.

A very long plank of length l , thickness b , and weight W , floats in mercury, and is inclined sideways at an angle β to the vertical. If V be the volume immersed, show that

$$W - g\rho V = 2gpc^2 l \sin a \operatorname{cosec} \beta + 2gpbcl \sin \frac{a}{2} \cos \left(\frac{\pi}{4} - \frac{\beta}{2} \right) \operatorname{cosec} \beta.$$

V. Find the dynamical equations of motion for a perfect liquid, and determine the pressure at any point in the case in which a velocity potential exists.

Show that, if the motion be steady and irrotational, and if the pressure at one point be suitably adjusted, the average pressure for any part of the liquid falls short of the average "hydrostatic pressure" by the average kinetic energy, the averages being taken per unit volume.

VI. Define Stokes' Current Function and prove that if it be

$$\psi', u = \frac{1}{\omega} \frac{\partial \psi}{\partial z}, \quad w = - \frac{1}{\omega} \frac{\partial \psi}{\partial w}.$$

Show that in the case of a source of strength m in the presence of an infinite plane boundary,

$$\psi = \frac{m}{4\pi} \left\{ \frac{z-c}{\omega^2 + (z-c)^2} + \frac{z+c}{\omega^2 + (z+c)^2} \right\}.$$

VII. Prove that the velocity v of waves of length λ along the surface of liquid in a canal of rectangular section and depth h is given by the equation $v^2 = \frac{g\lambda}{2\pi} \tanh \frac{2\pi h}{\lambda}$.

If the canal is of length l and has two plane vertical ends, and the surface of the liquid initially consists of two planes slightly inclined to the horizon, so that the depth at the highest point exceeds that at either end by the same amount β , prove that at any subsequent time the elevation of the liquid above the mean level at a point distant x from one end is

$$\frac{2\beta l}{\pi^2 b(l-b)} \sum_{n=1}^{n=\infty} \frac{1}{n^2} \left\{ l \cos \frac{n\pi b}{l} + (-)^{n+1} b + b - l \right\} \cos \frac{n\pi x}{l} \cos \frac{n\pi ct}{l},$$

where b is the distance from the same end of the point at which the greatest elevation is initially formed, and c is the velocity of a wave of length $2l/n$ in an infinite canal of the same depth.

VIII. Explain what is meant by "dispersion," and prove that the dispersion of two rays of refractive indices μ and $\mu + d\mu$, passing through a prism of angle i is, in the usual notation, $\frac{\sin i}{\cos \phi' \cos \psi} d\mu$.

If $\mu^2 = 2$, show that there is only one case in which this is a maximum or minimum, and determine which it is.

IX. Define the characteristic function of a pencil of rays.

If the orthotomic surface at the origin of a small pencil is $z = \frac{1}{2}(ax^2 + 2hxy + by^2) + \frac{1}{3}(cx^3 + 3dx^2y + 3exy^2 + fy^3)$ to the third order, find the characteristic function for a point near the origin to the same order.

If u be the distance of the origin of light from the point of incidence of a ray on a refracting sphere, ϕ and ϕ' the angles of incidence and refraction of that ray, prove that a ray incident in the same plane at an adjacent point of the sphere at angular distance θ will after refraction intersect the refracted ray at a distance v from the point of incidence given by

$$\begin{aligned} & \mu \cos \phi \left(\frac{1}{\rho} + \frac{\cos \phi}{u} \right) \left(1 + \frac{3\rho\theta}{u} \sin \phi \right) \\ &= \mu' \cos \phi' \left(\frac{1}{\rho} + \frac{\cos \phi'}{v} \right) \left(1 + \frac{3\rho\theta}{v} \sin \phi' \right), \end{aligned}$$

neglecting powers of θ above the first.

FRIDAY, 23RD JANUARY, 2 TO 5 P.M.

ASTRONOMY.

I. Explain the method by which the collimation constant of a transit instrument may be determined without the use of collimators.

Show that the deviation to the east of the plane in which the line of collimation moves, when determined by the times t, t' , a circumpolar star of declination δ , is given by $\frac{\pi - (t - t')}{\cos \lambda \tan \delta}$, where λ is the latitude.

II. Show how to determine the latitude and the time from two altitudes of the same star and the elapsed time. Find the errors introduced by small errors in the observed altitudes, and show that these are least when the azimuths differ by 90° .

If the method be used at sea, show that the correction to be applied to the second zenith distance on account of the ship's motion is $\frac{n^2}{2} \cot z \sin^2 SZZ' - n \cos SZZ'$, where S is the first position of the sun, Z and Z' are the two zeniths, and n is the arc between them.

III. Find at what time of the year the sun passes most quickly from one zenith distance to another. Hence deduce the duration of shortest twilight in a given latitude.

IV. Explain fully how the Equation of Time vanishes four times annually.

If e , ω , v , a , represent respectively the eccentricity, obliquity, true anomaly, and right ascension of the sun, prove that the equation of time is a maximum when

$$(1-e)^{\frac{3}{2}} \{ 1 - \sin^2 \omega \sin^2 (v-a) \} = \cos \omega (1 - e \cos v)^2$$

V. Find the geocentric motion in longitudo of a planet, supposing the orbits of the earth and the planet circular and the inclination of the planet's orbit zero.

Show that, taking into consideration the eccentricities and inclinations of the orbits, the stationary points of a planet relative to the earth are given by the equations

$$l(\cos u' + e' \cos a') = l'(\cos u + e \cos a)$$

$\sqrt{l'} \sin u' \{ 1 + e \cos(u-a) \} = \sqrt{l} \sin u \{ 1 + e' \cos(u'-a) \}$ where u , u' are the arguments of the latitude, a and a' the longitudes of the perihelia reckoned from the line of nodes, $2l$, $2l'$ the latera recta, and e , e' , the eccentricities.

VI. Show that the moon's retardation in rising on successive days may be expressed in the form $m \sin n / \sqrt{\cos^2 \delta - \sin^2 \lambda}$, where m is the daily motion, n the inclination of the orbit, δ the declination, and λ the latitude of the place. Hence fully explain the phenomenon of the Harvest Moon. What would be the effect on this phenomenon if the celestial equator and the ecliptic were coincident? What is the corresponding phenomenon in the retardation of sunrise?

VII. Describe Flamsteed's method for determining the absolute right ascension of a star, and discuss the sources of error involved.

VIII. Explain generally how, from the value of the disturbing force of the Earth upon Venus and Mars, the parallax of the Sun may be determined. Explain why this method will eventually become superior in accuracy to other methods hitherto employed.

Prove that the Moon's path is always concave with respect to the Sun.

IX. Give a general account of the equilibrium theory of the tides, and explain the diurnal, semi-diurnal, and fortnightly tides. From the equilibrium theory, find an expression for the height of the tide.

X. State briefly what you know regarding

- (1) Motion of stars in the line of sight;
- (2) Tempel's Comet and the Leonid Meteors;
- (3) The satellites of Mars;
- (4) Recent speculations regarding the formation of cometary tails.

SATURDAY, 24TH JANUARY, 10 A.M. TO 1 P.M.
ADDITIONAL PAPER IN MIXED MATHEMATICS.

I. A particle is projected from a point A at right angles to OA with the velocity from infinity and describes the curve $r^m = a^m \cos m\theta$ (O being pole and OA initial line) under a central attraction towards O , the magnitude of which at A is μ . Another particle is projected from A at right angles to OA with the same initial velocity and describes the p^{th} pedal of the first orbit under a central attraction at O . Find the magnitude and law of this attraction.

Show that if $m = \frac{2}{n}$, where n is an integer, the hodograph of the second orbit will be a curve similar to but not similarly situated to the $(p+n+1)^{th}$ negative pedal of the first curve.

II. Investigate the form assumed by a fine inextensible uniform string subjected to a central force.

Show that if the repulsive force be R , a particle can describe the curve with velocity T under an attraction TR , where T is the tension of the string.

Find the law of force to the focus when the curve is a parabola.

III. A small quantity of matter attracting according to the law of nature is spread out in the form of an ellipsoidal shell bounded by two similar and similarly situated ellipsoids. Determine the equipotential surfaces and the lines of force.

IV. Suppose that at every point of a material body the density is increased proportionately to the distance of the point from a fixed plane, and let the centre of inertia of the body so loaded be called the pole of the corresponding plane. If the closed surface which is the locus of the poles of all the planes tangent to and not cutting the surface of the body be given, show how to determine the moment of inertia of the body with respect to any axis or plane. Illustrate in the case of a homogeneous cylinder bounded by parallel elliptic faces.

V. Supposing an arc AB of a great circle of a sphere to denote the rotation of a rigid body fixed at the centre of the sphere about the axis of the great circle, show that if $ABC \dots K$ represent any polygon on the surface of the sphere, the finite rotations represented by $AB, BC, \dots KA$ compound into a rotation round the radius to A of magnitude equal to the area of the spherical polygon.

Show also that the finite rotations represented by $2AB, 2BC, \dots 2KA$ have a nil resultant.

VI. A symmetrical top of homogeneous material is of the form of a solid of revolution terminating in a fixed point. It is set revolving on a perfectly rough horizontal plane with angular

velocity n about its axis of figure, which is initially inclined at angle a to the vertical. Investigate fully the motion of the centre of gravity and of the instantaneous axis.

VII. A mass of homogeneous liquid, the particles of which are mutually attractive, rotates uniformly about an axis through the centre of mass. Show that an oblate spheroid is a possible form of equilibrium under certain conditions which you are required to determine when the law of attraction is either that of the direct distance or that of the inverse square of the distance.

VIII. Define a vortex in a moving liquid. Show that every vortex is composed of the same elements of the liquid and that the product of the angular velocity of any vortex into its cross-section is constant with respect to the time and is the same throughout its length.

IX. On what assumptions and how does Fresnel deduce the form of a wave of light traversing a biaxal crystalline medium? Show that if a line be traced on the surface so as to touch at each point the corresponding line of vibration, it lies on an ellipsoid concentric with the wave surface; and if the line be so traced as to be orthogonal at every point to the vibration, it lies on a concentric sphere.

X. Investigate the respective effects of parallax and aberration on the latitude and the longitude of a star. Determine the positions of a given star when the joint effects of parallax and aberration on (i) the latitude, (ii) the longitude respectively vanish.

SATURDAY, 24TH JANUARY, 2 TO 5 P.M.
PROBLEMS IN MIXED MATHEMATICS.

I. A mass M is thrown vertically up from the ground with velocity u . It has attached to it a uniform chain of length l and mass ml . Find the velocity in any position until the whole is again on the ground.

II. The velocity of a point has two components: one directed to a fixed point, the other parallel to a fixed direction. The ratio of the components is constant. Find the condition that the path may be a conic with the fixed point as focus and the fixed direction as principal axis.

III. A mass M of nebulous matter, whose particles attract each other according to the law $\frac{knum'}{r^2}$ is in the form of a homogeneous sphere and is contracting symmetrically. Show that the total work of contraction from infinity to a radius a is $\frac{3}{5} \frac{kM^2}{a}$. Apply this result to the present circumstances of the sun.

IV. A flat disc with a perfectly rough upper surface is placed on a smooth horizontal plane, and on it is gently placed a sphere

rotating about a horizontal diameter lying in a vertical plane passing through the centre of inertia of the disc. Show that the centre of the sphere and the centre of inertia of the disc each describe a hyperbola in space.

V. Two planks of length l , and of flexural rigidity e , are each fixed horizontally at one end. One is of weight W ; the other is weightless, but has a weight W attached to its free end. Prove that the vertical displacement of the free end of the first is to that of the second in the ratio of 3 : 8.

VI. Find the centre of mass of a hemisphere in which the density at any point varies as the n^{th} power of its distance from a fixed point in the circumference of its plane base.

VII. Determine a periodic series which will represent the displacement at any time of a point in an elastic string, stretched in the form of a circular arc between two fixed points and then let go.

VIII. The density of a right circular cone at a point whose perpendicular distance from the base is x , is $\Delta(1+4x)$. The cone floats, vertex downwards, with a length c of its axis immersed in a fluid whose density at a depth z is given by $D(1+4z)$. Prove that

$$\frac{c^3 + c^4}{h^3 + h^4} = \frac{\Delta}{D}, \text{ where } h \text{ is the length of the axis of the cone.}$$

IX. A mass of water contains a sphere and is enclosed in a massless envelope, one point of which is jerked in a given direction with a given speed. Show that the kinetic energy of the water is less when the sphere is free to move than when it is fixed.

X. A beam of light parallel to the axis falls upon the spherical surface of a convexo-plane lens. Show that the aberration of the ray farthest from the axis is $\frac{\mu^3 - 2\mu^2 + 2}{2\mu(\mu - 1)} \cdot \frac{y^3}{r}$; where y is the radius of the circular plane face and r the radius of curvature of the spherical face.

XI. Find the curve traced out by the extremity of the shadow of a vertical gnomon on a horizontal plane in latitude λ when the sun's declination is δ , and show that it is an ellipse, parabola, or hyperbola according as $\cos \lambda <, =, \text{ or} > \sin \delta$.

BRANCH II.A.

MONDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

PHYSICS.

I. Explain the importance of an accurate knowledge of the mean density of the earth, and describe some method of measuring it, explaining the theory of the method.

II. Describe fully how the surface tension of a liquid may be determined by means of ripples.

III. Explain fully what is meant by osmosis, and state how the

osmotic pressure of a solution may be determined. Calculate the change in the vapour pressure due to the presence of salt in the solution.

IV. Investigate the flow of a viscous fluid through a cylindrical capillary tube.

V. Give an account of the different views regarding the nature of vowel sounds and the experiments on which they are based.

VI. Explain the sounds known as combination tones. How may the existence of such tones in the air be experimentally verified?

VII. A string is stretched between two points; investigate the vibratory motion of the string when the string is plucked.

VIII. Investigate the deflection of a beam loaded in the middle and freely supported at the ends. Show, also, that the depression of the middle point in this case is four times the depression in the case when the two ends are clamped.

IX. Explain how the oscillations of a flat spiral spring may be used to determine the coefficient of rigidity of the spring's substance.

MONDAY, 19TH JANUARY, 2 TO 5 P.M.

PHYSICS.

I. Explain the method of using a platinum resistance thermometer, and discuss its advantages and disadvantages.

II. Give the general form of the isotherms of a substance below its critical temperature, and indicate the points on them at which the substance is a saturated vapour. Show that the specific heat of a saturated vapour may be zero or negative.

III. Explain the method by which Joule and Lord Kelvin proved that no internal work is performed when a gas expands.

IV. Define *entropy* and explain how it is measured. Show that the entropy of a system tends to increase to a maximum.

V. Explain the terms *primary* and *secondary foci*, and *circle of least confusion*. Find the caustic formed when light diverging from a point is refracted at a plane surface.

VI. Explain how the method of total reflection may be used in determining indices of refraction.

VII. How are Newton's diffraction rings obtained and how are they accounted for?

VIII. How are halos and the allied phenomena explained?

IX. Give the construction for the wave surface in a crystal of Iceland spar when a plane wave falls upon it from air, and explain how it may be verified when the optic axis is parallel to the face of the crystal and to the plane of incidence.

TUESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

PHYSICS.

I. Investigate the action of one magnet on another; and explain how, from the results of this investigation, (1) the intensity of

magnetisation of a given magnet may be measured, and (2) the truth of the inverse-square-law of magnetic action may be tested.

II. 1. What is a magnetic shell? Explain what is meant by the strength of the magnetic shell, and ascertain the dimensions of the unit with which it is measured. 2. Determine the potential of a magnetic shell of a very small area at a point P which is at a distance r from its centre; and thence deduce the value of the work done in moving a unit pole from a point very near one face to a point very near the other face thereof.

III. State and explain clearly Ewing's molecular theory of magnetism, so as to show how it accounts for the phenomena of (1) susceptibility, (2) saturation, and (3) hysteresis. Explain also, how it is both theoretically and experimentally demonstrable that diamagnetism is determined by the magnetic permeability of the diamagnetic substance.

IV. Define specific inductive capacity and explain its nature. How would you measure the specific inductive capacity of a slab of ebonite with the aid of a parallel-plate condenser? Fully describe the process you would adopt, and give its theoretical explanation.

V. 1. Show that, in accordance with the method of studying a field of force by means of tubes of force, the product of the strength of the field at any point along a tube of force into the cross section of the tube of force at that point is a constant quantity. 2. Apply this method to ascertain the force which is exerted between two small charged bodies when they are immersed in a dielectric of specific inductive capacity k , so as to be at a known distance from each other.

VI. How many the Peltier effect in a thermoelectric circuit be experimentally shown to exist, and how may it be measured? Explain its difference from the Thomson effect and the Joule effect, and show how all these three effects are necessary consequences of the principle of the conservation of energy.

VII. Explain the theory of the method by which the Committee of the British Association constructed the original standard ohm, and describe an experimental process by which the accuracy of the theoretically obtained dimensions of the electromagnetic unit of resistance may be demonstrated.

VIII. 1. Describe, and explain the theory of, Poggendorf's method for the comparison of electromotive forces. 2. Describe Kohlrausch's method of measuring the electric resistance of an electrolyte, and explain the reason of that which constitutes the special feature of the method.

IX. 1. State and briefly discuss the evidence in favour of Maxwell's electromagnetic theory of light;

or,

2. Explain the principles underlying wireless telegraphy, and give a general description of the action of the chief instruments which are used for the purpose.

WEDNESDAY, 21ST JANUARY, AT 10 A.M.
PHYSICS.

Practical Examination.

(Not more than one question in each section is to be attempted.)

A.

I. Determine the density of the given wire by measuring its diameter, &c., and check the result by weighing in water.

II. Verify by experiment the law regarding the relation between the length of a pendulum and its time of vibration.

III. Find the surface tension of the given solution.

B.

I. Find the correction to be applied to the length of a resonance column with the tuning fork of known pitch, the velocity of sound in air being given.

II. Determine the velocity of sound in glass.

C.

I. Find the focal length of the given lens.

II. Determine the refractive index for D of the given liquid.

III. Determine the wave-length of one of the lines in the lithium spectrum.

D.

I. Determine the coefficient of apparent expansion of the given liquid with the help of the given apparatus.

II. Find the specific heat of the given oil.

III. Demonstrate the relation between the boiling point and the vapour pressure in the case of the given liquid.

E.

I. Examine the distribution of magnetism in the given bar magnet, and represent the result by means of a curve.

II. Determine the value of H for this place.

F.

I. Measure the resistances of the given galvanometer and the given voltaic cell.

II. Compare the E.M.F. of the given Daniell's cell with that of the given Bunsen's cell, using the apparatus which is given, and demonstrate Ohm's law in relation to either of them.

III. Find the electro-chemical equivalents of copper and hydrogen, and compare the ratio of the results obtained with the ratio between their chemical equivalents.

THURSDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.

CHEMISTRY.

I. 1. How may hydrogen peroxide be formed by electrolysis, and from which electrode is it liberated when thus formed? 2. How may hydrogen peroxide be prepared in an almost pure state? 3. What changes take place when hydrogen peroxide acts on the

following substances:—(a) lead acetate, (b) mercuric oxide, (c) lead peroxide, (d) lead sulphide, (e) potassium iodide, (f) potassium permanganate in sulphuric acid solution.

II. State what reactions (if any) take place when aqueous solutions of the following salts are mixed:—(1) barium chloride and copper sulphate. (2) sodium chloride and copper sulphate. (3) potassium chloride and ferric fluoride.

III. The boiling point of 50 gms. of alcohol as indicated by a Beckmann thermometer is $3\cdot73^{\circ}\text{C}$. and the weight of a bottle containing ferric chloride is 15.7040 gms. After transferring some ferric chloride to the alcohol the weighing bottle and its contents weigh 19.9372 gms. and the boiling point of the alcoholic solution is now found to be 3.98° . The alcohol constant is 1150. 1. What is the molecular weight of ferric chloride deduced from these figures? 2. Does this result correspond with the molecular weight as found by the vapour density method at a temperature of 448° ? 3. What difficulty (if any) would stand in the way of using water instead of alcohol in the above molecular weight determination?

IV. 1. When pure potassium manganate is treated with water a red solution is produced, and, when a concentrated solution of potassium hydroxide is added to it, the solution turns green. State by what reactions these changes are produced. 2. Describe how potassium permanganate can be prepared from manganese dioxide.

V. 1. Account for the slight difference in density of atmospheric nitrogen and of nitrogen prepared chemically. 2. How would you prepare pure nitrogen from its compounds? 3. Describe two methods by which free nitrogen may be made to combine with other elements.

VI. 1. An electric current, capable of depositing 4.92 gms. of silver from a solution in an hour, is led through 100 c.cm. of a 1 per cent. solution of copper sulphate for that length of time. What weight of copper will be deposited? [H: Cu: Ag :: 1: 63: 108]. 2. When electrolysing a 3 per cent. solution of ordinary salt for disinfecting purposes, what is the resulting solution likely to contain? 3. What kind of electrode would you use for the purpose? State reasons. 4. How may caustic soda and chlorine gas be prepared electrolytically from solutions of common salt?

VII. If an excess of so called "hyposulphite of soda" is added to a solution of iodine, the latter is decolorised. State what takes place, and what light is thrown by this reaction on the constitution of the hyposulphite.

VIII. 1. How may absolutely anhydrous sulphuric acid be prepared? 2. What takes place if it is heated to 398° (the boiling point of ordinary sulphuric acid)? 3. How would you prove that sulphuric acid contains two hydroxyl groups?

IX. 1. How is pure hydrogen prepared, and for what purpose is it so prepared? 2. Describe two methods by which hydrogen may be made to combine with oxygen at ordinary temperatures.

THURSDAY, 22ND JANUARY, 2 TO 5 P.M.
CHEMISTRY.

(Equations are to be given for all reactions referred to.)

I. Explain what is meant by the velocity of a reaction. Knowing the velocity of a reaction in a case where one substance alone undergoes change, deduce an expression for calculating the amount of the substance changed in a given time. Describe any case you know where the correctness of the expression has been experimentally verified.

II. State what happens when hydrochloric acid is added to a solution of sodium fluoride in water. Show how the thermochemical method may be used for ascertaining the extent of the change produced.

III. Give clear and concise instructions for the preparation of the following substances:—chromic anhydride, anhydrous ferric chloride, pure nitrogen peroxide, periodic acid, liquid phosphoretted hydrogen.

IV. A certain metal forms a chloride whose vapour density is 9.98 ($\text{air} = 1$), and the specific heat of the metal in the solid state is 0.0542. Find the atomic weight of the metal and deduce from these data the formula of the chloride.

V. Describe the action of sulphuric acid on metals, noting the effects of temperature and concentration.

VI. Name, and give the formulae of, the chief ores of magnesium and of zinc. Describe the methods of extracting these metals from their ores. Note the chief points of resemblance between these two elements and their compounds.

VII. Describe the method of isolating fluorine. A piece of flour spar weighing 2 gms. gave on analysis 3.4872 gms. of calcium sulphate; calculate the atomic weight of fluorine. (A.W. of Ca = 40).

VIII. Describe in detail how the eudiometer may be used for ascertaining the composition by volume of ammonia, of ozone, of aqueous vapour, and of sulphuretted hydrogen.

IX. From a mixture of the sulphates of barium, strontium, and calcium how would you prepare pure samples of the carbonate of each metal?

FRIDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.
MIXED MATHEMATICS.

I. 1. Define the moment of a force with respect to a point so as to explain the meaning of its magnitude and sign, and prove that a force and a couple acting in the same plane on a rigid body are equivalent to a single force. 2. Forces a, b, c, d, e and f act along the sides AB, BC, DC, DE, EF and FA of a regular hexagon. Find their resultant.

II. 1. State and examine the condition of equilibrium of a body under the action of three forces in one plane. 2. Two smooth

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equal spheres rest on two smooth inclined planes and press against each other. Determine the inclination to the horizon of the line joining their centres.

III. 1. What is tension? Show that, in the case of an elastic string, it is proportional to its extension beyond its natural length. 2. An elastic string without weight is joined to two points A and B in a horizontal line, so that AB is equal to the natural length of the string; a ring of weight w is then slipped on. Determine the position of equilibrium.

IV. 1. Find the centre of gravity of a pyramid on a quadrilateral base; and then show that it is the same as the centre of gravity of five heavy particles placed at the five apices, and a sixth equal but negative particle placed at the intersection of the diagonals of the base. 2. A quadrilateral lamina $ABCD$ is formed of two uniform isosceles triangles ABC and ADC , whose vertices B and D are on opposite sides of the common base AC , the angle ABC being a right angle. Prove that the lamina will rest in a vertical plane with BC upon a horizontal surface, provided the area of ADC be not greater than four times the area of ABC .

V. 1. Determine the mechanical advantage of a screw without friction, and show when its efficiency will be a maximum. 2. What must be the length of a lever at whose extremity a force of 1 lb. will support a weight of 1,000 lb. on a screw, the distance between the contiguous threads of which is $\frac{1}{4}$ inch?

VI. 1. Prove that the average pressure on any plane area immersed in a heavy liquid is equal to the pressure at its centre of gravity; and compare the resultant vertical pressure on the base of a hollow cone with that on the base of a hollow cylinder, when both of them are of the same height and are filled with the same liquid. 2. A parallelogram, of which the diagonals AC and BD intersect in O , is immersed in a liquid, so that AB is in the surface of the liquid; compare the pressures L , M , and N on the triangles AOB , BOC , and COD .

VII. 1. Define the centre of pressure, and find the centre of pressure of a vertical circle which is wholly immersed in a liquid. 2. If a sphere filled with water be divided by a vertical plane into two hemispheres, determine the position and magnitude of the lateral forces which shall just prevent their separation.

VIII. 1. Describe the common hydrometer and explain the principle by which it is graduated. 2. Find the weight of a hydrometer which sinks as deep in rectified spirits of specific gravity 0·866, as it sinks in water when loaded with a weight of 60 grains.

IX. 1. Explain what is meant by the height of the homogeneous atmosphere. Show how it may be proved to be a constant quantity in all places, and how, with its aid, a formula may be arrived at for the measurement of heights with the barometer. 2. The weights of a body in air are w and w' , corresponding to the heights h and h' of the barometer; find the weight corresponding to another height h'' of the same barometer.

FRIDAY, 28TH JANUARY, 2 TO 5 P.M.

MIXED MATHEMATICS.

I. 1. What is meant by the *average velocity* of a particle ? Find the average velocity of a point executing simple harmonic motion for the time occupied in moving from the one to the other extremity of its range, its maximum velocity being 5 feet per second. Investigate an expression for the acceleration in any position of the moving point. 2. Find the time of a small vibration of a simple pendulum. Why is the time of a large vibration different ?

II. 1. What is meant by the *relative velocity* of two moving bodies ? Two equal circles touch each other and two moving points start in opposite directions from the point of contact and move on the circles with equal uniform velocity. Prove that the path of each relative to the other will be a circle whose radius is equal to the diameter of either of the first circles. 2. A person travelling in a railway carriage at 25 miles per hour due North finds that the wind appears to come 45° East of North. After rounding a curve of 30° to the right he finds that the wind now appears to come from a point 60° East of North. Determine the motion of the wind.

III. 1. What is meant by *angular velocity* ? Show how to find the resultant of angular velocities about two intersecting axes. 2. If a body be rotating about an axis, and be subjected to an action tending to produce rotation about a perpendicular axis, what is the result ? Illustrate this.

IV. 1. Show that in general there are two paths by which a mark can be reached by a projectile discharged from a given point with a given speed. 2. A particle is projected upwards at an elevation of 60° with a velocity of 48 feet per second from a point 128 feet above the ground. Find the direction of motion of the particle when it is at a height of 96 feet above the ground. 3. A particle projected at an elevation θ and with velocity v strikes a fixed vertical plane perpendicular to the vertical plane of projection and at a distance d from the point of projection. Find the height at which it strikes.

V. 1. Show that the times of descent of a particle down all chords from the highest point of a sphere are the same. 2. Find the straight line of quickest descent from any point P to a given surface. 3. Find the line of longest descent from one circle to another, both lying in a vertical plane.

VI. 1. Two balls, whose masses are M and m , respectively, impinge obliquely upon one another. Find an expression for the change of kinetic energy produced by the impact. 2. Prove that the directions of the relative velocities of two perfectly elastic spheres, before and after impact, are equally inclined to the line of centres at the instant of impact.

VII. 1. Show how to find the geometrical focus of a pencil of rays after direct refraction through a lens, the thickness of the lens being taken into account.

2. The curved surface of a thin plano-convex lens (of refractive index μ) is silvered, and an image of a luminous point on the axis is formed by two refractions at the plane surface and one reflection at the curved surface. Show that the position of the image is unaltered if the lens be removed and a concave spherical reflecting surface be substituted, the radius of which is to the radius of the curved surface of the lens in the ratio of $1 : \mu$.

VIII. 1. A pencil of rays undergoes refraction through a prism in a principal plane. Find an expression for the deviation of its axis, and investigate the conditions so that the deviation may be a minimum. If θ be the minimum deviation for rays incident on the prism, show that the angle of the prism cannot exceed $\pi - \theta$, and that the index of refraction of the prism cannot be less than $\text{sec} \frac{\theta}{2}$.

2. ABC is a principal section of a prism. A pencil of rays is incident on the face AC at an angle θ , and, after reflection at the face CB , emerges from the face BA at an angle $\frac{\pi}{2} - \theta$. Show that

$$\sin 2\theta = \frac{1 - \mu^2 \sin^2(B - C)}{\cos(B - C)}; \mu \text{ being the refractive index of the prism.}$$

IX. 1. Find the conditions of achromatism of two prisms of angles i_1 and i_2 , refractive indices μ_1 and μ_2 , and dispersive powers d_1 and d_2 , respectively. 2. Determine the conditions of achromatism in an eye-piece formed of two lenses of the same material separated by a given interval.

SATURDAY, 24TH JANUARY, 10 A.M. TO 1 P.M.

SCIENTIFIC METHOD.

I. What is meant by the inductive or inverse application of the theory of probability? Explain your answer by giving instances of the uses that have been made of it.

II. Discuss the importance of accurate measurements in physical science, and illustrate the principal methods employed for securing the utmost accuracy.

III. What methods have been adopted for fixing and defining a unit of length? State the difficulties in each case. What unit was suggested by Prof. Clerk Maxwell as an invariable standard of length?

IV. Classify the different methods of eliminating error in the quantitative analysis of phenomena, and give instances of the actual employment of each of these methods.

V. Explain the uses of the 'method of means', and give examples of cases in which the geometrical mean should be employed. What is meant by the 'fictitious mean', and what purpose is served by it?

VI. Explain the 'method of least squares' for determining the most probable value of one or more unknown quantities in a series of observations.

VII. Explain fully the use of graphic methods of studying the results of experiment and observation.

SATURDAY, 24TH JANUARY, 2 TO 5 P.M.

SCIENTIFIC METHOD.

I. 1. What is meant by ^{the} error of an observation? Explain how you would obtain the ^{most} probable value of an observed quantity from measurements of unequal *weight*. 2. A triangular prism has its angle A measured 8 times, B measured 5 times and C measured thrice. The sum of the three observations is found to differ by $23''$ from two right angles. How should the $23''$ be divided in adjusting the values of the three angles?

II. Explain and exemplify:—1. Collective experiment. 2. Prediction by inversion of cause and effect. 3. Accidental exception to known laws of nature. 4. Facts known only by theory.

III. What is meant by the probable error of a single observation?

It is required to measure a base line with a probable error of $\frac{1}{8}$ of an inch. Twelve measurements give a mean whose probable error is $\frac{1}{6}$ of an inch. How many additional measurements are necessary?

IV. Examine the importance of (1) negative arguments from non-observation, and of (2) negative results from experiment. Give instances from the history of physical science of erroneous conclusions that have been drawn from such arguments and results.

V. Distinguish between empirical and rational formulae. The following observations of temperature at various depths were made in a boring, the mean annual temperature at the surface being $10^{\circ}6$ C.

1	Temperature at a depth of 20 feet =	$11^{\circ}71$ C.
2	" "	30 feet = $12^{\circ}82$ C.
3	" "	40 feet = $14^{\circ}59$ C.
4	" "	50 feet = $16^{\circ}14$ C.
5	" "	60 feet = $17^{\circ}98$ C.
6	" "	70 feet = $18^{\circ}56$ C.

Deduce from these observations an empirical formula, expressing underground temperature as a function of depth below the surface.

VI. What is meant by residual phenomena? To what causes may they be due? From the history of physics, give instances in which they have led to important discoveries.

BRANCH III-A.

MONDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

BOTANY (1).

I. Give an account of the characteristics of form and structure found in aquatic phanerogams both submerged and floating

II. Give an account of the life history of *Ophioglossum* or *Helminthostachys*.

III. Draw up an account of the essential characters of the natural orders Loganiaceæ and Gentianaceæ. Mention a few species of each order that are common in South India.

IV. Point out the more important modifications of the spikelet in South Indian grasses.

V. Refer the following to their natural orders or classes as the case may be, and mention their special characters:—*Lecanthus*, *Sirogonium*, *Gracilea*, *Turbinaria*, *Priva*, *Dociodium*, *Halophila*, *Eria*, *Pediastrum*, *Ornocalyx*, *Actiniopteris*, and *Raphidium*.

MONDAY, 19TH JANUARY, 2 TO 5 P.M.

BOTANY (2).

I. Give a brief statement regarding the various views which have been held concerning the movement of water in plants.

II. Name the principal additions to the science of Botany contributed by the following:—Schwendener, Strasburger, Nehemiah Grew, Sachs, Hartig, de Bary, Sir Joseph Hooker, Goethe, Lindley, Roxburgh.

III. Mention the different modes of leaf arrangement on the plant. How do you explain them?

IV. What are the uses of petals and sepals? Mention cases where the function of either deviates from the normal and also where any other part of the plant replaces them.

V. What are the general characters of the Ascomycetes? Give a classification of them and explain the main features of each subdivision by means of selected examples.

TUESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

BOTANY (3).

I. State with reference to the non-nitrogenous reserve materials of plants what is known as to their mode of origin, distribution, and ultimate disposal.

II. Write an essay on vegetable glandular tissue and its secretions.

III. Give a comparative account of the sexual cells of plants, tracing them upwards from their first appearance.

IV. Give instances of visible reaction to mechanical stimuli in higher plants and as far as possible explain the cause of the reaction.

V. Describe briefly the modes of secondary thickening—normal and abnormal—to be found in the stems of plants.

TUESDAY, 20TH JANUARY, 2 TO 5 P.M.

ECONOMIC BOTANY.

I. Mention the various plants which yield the "hemp" of commerce. In each case give the place of origin in the plant and the particular use of the fibre in question, with notes as to their chief markets.

II. What are the principal grain foods of India? Give some idea of the geographical region of each form and the principal diseases to which it is liable.

III. Give the chief use to which the date tree is put. Distinguish in your answer between the date of South India and that of North Africa. Write a brief statement as to the possibility of introducing the latter into the Madras Presidency.

IV. What plants and parts of them produce the following substances:—arnatto, tragacanth, gunny, gutta-percha, sago, molasses, citric acid, myrobalans, truffles, padouk, spikenard, kapok, litmus, peppermint?

V. Enumerate the chief places where tea is grown. What are its chief diseases in India and which of them do you consider to be due to its mode of cultivation and treatment?

WEDNESDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

PALÆOBOTANY.

I. Give a general account of the fructifications of a few of the fossil ferns and discuss their relationship to existing forms.

II. Give an account of the fossil flora of India and indicate by means of a rough map the localities in which fossil plants have been found.

III. Describe Bennetites and discuss its affinities with the mesozoic Cycadaceæ.

IV. Draw up an account of the Lepidodendræ as to their habit, range and affinities.

V. Refer the following fossil plants to their respective groups:—Schizoneura, Glossopteris, Taxites, Palissya, Alethopteris, Pachythecea, Cingularia, Artisia, Nomatophycus, Vertebraria, Pterophyllum.

VI. Give an account of the first appearance of Dicotyledons as fossils. From a study of the chief genera what facts can be deduced as to changes in climate?

**WEDNESDAY, 21ST JANUARY, 2 TO 5 P.M.
BOTANY—GENERAL PRINCIPLES.**

- I. Give an account of protoplasmic continuity in vegetable tissues and discuss the subject from the standpoint of the cell theory.
- II. Criticise the evidence brought forward to show that flowers are groups of modified leaves, and give an historical account of this generalization.
- III. Write an essay on variation, with special reference to instances that have come under your own observation.
- IV. Describe the process of artificial grafting and indicate the conditions on which a successful graft depends. Give an account of graft hybrids.
- V. Mention the chief types of flora met with in South India. Name some of the characteristic species and show how they are adapted to the conditions under which they exist.

SATURDAY, 24TH JANUARY, 10 A.M. TO 1 P.M.

PRACTICAL BOTANY (1).

- I. Demonstrate the presence of sieve tissue in the specimen A. Show clearly by means of appropriate reagents the nature of the contents of the sieve tubes.
- II. With the help of the Flora determine the genus and species of the plants supplied.
- III. Show by means of chemical reactions what reserve materials are present in the specimen B.

SATURDAY, 24TH JANUARY, 1 TO 4 P.M.

PRACTICAL BOTANY (2).

- I. Prepare sections to show the growing point of the specimens A and B.
- II. Make preparations of the specimens C, D, E, to show their internal structure and explain them by means of sketches.
- III. Sketch and identify the Algae present in the sample of water provided.

MONDAY, 26TH JANUARY, 10 A.M. TO 1 P.M.

PRACTICAL BOTANY (3).

- I. What is the matter with the plant provided? Illustrate your answer where necessary by microscopic preparations.
- II. Make transverse sections of the specimen provided. Write a description of your section and with the aid of drawings demonstrate the nature of the object.
- III. The fluid provided has certain forms of bacteria in it.

Write a brief statement as to how you would isolate these and make a permanent preparation demonstrating their presence.

IV. Identify the microscopical preparations on the table.

BRANCH III-C.

MONDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

ZOOLOGY (1).

I. Give an account of the structure, classification, and systematic position of the Ctenophora. What is dissogony?

II. Describe the anatomy of one of the Schizouemertini. Discuss the affinities of the Nemertini.

III. Give some account of the researches that bear on the question of the immortality of the Protozoa.

IV. Describe the development of the coelom in Peripatus. To what structures in the adult does the coelom give rise?

V. Give an account of the various views which have been held as to the classification of Fishes.

MONDAY, 19TH JANUARY, 2 TO 5 P.M.

ZOOLOGY (2).

I. Describe the histological structure of the Porifera.

II. Write a short essay on the practical study of economic entomology, with special reference to Southern India.

III. Give an account of the leading characters, distribution, and phylogeny of the Ratitae.

IV. Give a precise account of the dentition of the Rodentia, Insectivora, Monotremata, and Marsupialia.

V. Omitting all reference to domesticated animals, give an account of the Bovidae and Cervidae of the Madras Presidency.

TUESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

ZOOLOGY (3).

I. Describe the respiratory organs of the air-breathing arthropods, and discuss the various views which have been brought forward to explain their homologies.

II. Indicate briefly the features of special zoological interest in the following:—Anaspides, Archigetes, Bdellostoma, Ctenoplana, Okapia, Perameles, Scolopendrella, Tinamus.

III. Give an account of the shell of recent cephalopods, and discuss its relationship to that of (a) other Molluscs, (b) extinct cephalopods.

IV. Cite as many instances as you can of striking sexual dimorphism in animals, and discuss the advantages of this condition to the species.

V. Write notes on:—1. The relationship of the Mollusca to other groups. 2. The origin of pentadactyle limbs.

TUESDAY, 20TH JANUARY, 2 TO 5 P.M.
EMBRYOLOGY.

(N.B.— *Only five questions are to be attempted.*)

- I. Write an essay on the value to be attached to a study of larval forms in determining the affinities of animals.
- II. Describe the development of the external form of the body in scorpions. To what extent does the embryology of scorpions throw light on their supposed relationship with *Limulus*?
- III. Describe the chief types of development which have been observed in the Porifera.
- IV. Give an account of non-sexual reproduction in the Aannelida. In which members of the group is alternation of generations met with?
- V. State the distinguishing features of the larva, and briefly describe its subsequent metamorphosis in the following:— *a heteronemertean*, *Polygordius*, *Pedicellina*, *Argiope*, *Ichthyophis*.
- VI. What light does embryology throw on the question of the segmentation of the vertebrate head?
- VII. Give an account of Hubrecht's investigations on the foetal membranes of mammals.

WEDNESDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.
PALÆONTOLOGY.

- I. Give palaeontological evidence in favour of the view that the higher animals have been derived from lower forms.
- II. What areas should be explored in order to obtain a representative collection illustrating the paleo-zoology of the Indian Empire?
- III. Give an account of the more important types of fossil animals of the Devonian, Cretaceous, Miocene, Pliocene, and Pleistocene periods.
- IV. Describe the apparatus and equipment which would be necessary for a palaeontological expedition to the higher Himalayas.
- V. Write a short essay on the researches of Cuvier, Owen, and Huxley, in the field of paleo-zoology.

WEDNESDAY, 21ST JANUARY, 2 TO 5 P.M.
ZOOLOGY—GENERAL PRINCIPLES.

- I. "A speculative philosopher tells us that the Biological Sciences are distinguished" from the Physical Sciences "by being Sciences of Observation and not of Experiment. Of all the strange assertions into which speculation without practical acquaintance with a subject may lead even an able man, I think this is the very strangest." Give your opinion on this point.

- II. Give an account of the contributions to Zoology made by Carl Claus and Albert von Kölliker.
 III. Estimate the educational value of a study of Zoology.
 IV. Write an essay on the phenomenon of Convergence in the animal kingdom.
 V. Write an essay on Sexual Selection.

THURSDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.

PRACTICAL ZOOLOGY (1).

- I. Make a microscopical preparation of the radula from the mollusc supplied.
 II. Dissect out the genito-urinary organs of the fish, and indicate the relationship of the various parts by means of a diagram. In the same specimen expose fully the air-bladder, and determine whether or not it has a pneumatic duct.
 III. Make preparations and diagrams to show the structure and arrangement of the mouth organs in the insects provided.

THURSDAY, 22ND JANUARY, 1 TO 4 P.M.

PRACTICAL ZOOLOGY (2).

- I. Report upon the Plankton supplied. Isolate as many forms as you can, and place them on slides or in watch glasses.
 II. Stain and mount the specimen supplied.

FRIDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.

PRACTICAL ZOOLOGY (3).

- I. With the aid of the manual identify the specimen provided.
 II. Make a dissection to show the nervous system of the mollusc supplied, and draw a diagram illustrating the dissection.
 III. Draw and describe the microscopical preparations.

BRANCH IV.

MONDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

PSYCHOLOGY, THEORY (1).

- I. Describe with illustrative diagrams, the various sensory areas in the cerebrum. Mention the nature of the experiments by means of which the present results as to localisation have been arrived at.
 II. Show the importance of the work of Fitsch and Hitzig, Flechsig, and Ramon y Cajal in connexion with brain and nerve physiology.
 III. Various opinions have been held as to the factors which enter into the perception of space. Mention and criticise these

opinions, and, on the basis of your criticism, give an analysis of space perception.

IV. Discuss the applicability of the following quotation to Dr. Bain's statement of the doctrine of association : "When we proceed to examine the prevailing expositions of association we remark that under one name or another a subsidiary process is invariably presupposed which seems identical with the 'assimilating' process found in perception."

V. State and examine any modern Theory of Pleasure-Pain with which you are acquainted. Do you think it possible to maintain that "every act of consciousness begins and ends with pure feeling"?

VI. Say, with reasons, whether you agree or do not agree with the statement that "the conative consciousness does not contain any specific conscious process other than sensation and affection." Analyse the state of Decision.

VII. It has been asserted that "Belief is an attitude of consciousness towards its object fundamentally distinct from simple apprehension." State the arguments which are adduced in favour of this position, and estimate their value.

VIII. Carefully examine the views that have been taken as to the relation of Belief to Imagination on the one hand, and of Belief to Will on the other.

MONDAY, 19TH JANUARY, 2 TO 5 P.M.
PSYCHOLOGY, THEORY (2).

(N.B.—*Parts I and II should be answered in separate books.*)

Part I.

I. Since all knowledge is relative the absolute is necessarily unknowable. Examine this statement, and give a brief account of the historical discussion of the question.

II. Give a critical statement of Berkeley's idealism. Do Berkeley's theories necessarily lead either to an absolute idealism or a thorough-going phenomenism?

III. State and examine the ontological arguments for the being of God.

IV. Give an account of the Platonic doctrine of ideas, and state and discuss Aristotle's criticism of it.

Part II.

V. "Kant does not regard the first two Antinomies in the same light as the third and fourth." Show how the truth of this remark is brought out by the solutions which Kant offers of the Antinomies.

VI. "The use of the term 'subconsciousness' is to be deprecated. Until it can be shown that there are mental facts which cannot be explained either by psychological analysis or psychological processes any reference to 'Subconsciousness' is out of place." Discuss this statement.

VII. Lotze criticises the proof of the First Antinomy in the following way:—"I confess to having always found something questionable in the relative position which Kant assigns to the thought of the endlessness of time on the one hand, and that of the impossibility of completing the endless series by synthesis on the other." Höffding's criticism on the proof of the Third Antinomy is:—"Kant does not succeed in proving that a belief in the freedom of the will is compatible with the conformity to law of the empirical character." Examine these criticisms.

VIII. Show in what precise ways Kant's treatment of the Antinomies has influenced (a) his ethical system, (b) Hegel, (c) Hamilton.

TUESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.
PSYCHOLOGY (HISTORY).

Spinoza and Sankara.

I. It has been pointed out that Spinoza's philosophy is implicitly a form of Idealism.

Account for the fact that Spinoza lost sight of Descarte's central principle. Is Sankara in this respect nearer to Descarte's than Spinoza?

II. To the proposition 'infinite being is absolute affirmation' it may be said such pure affirmation (S is S) is meaningless and inconceivable. A negative element, difference, must be present in all affirmation (S is P). Explain.

III. Goethe admires Spinoza for "the inflexible regularity of his logical procedure," while others detect palpable hiatus between the different parts of his so called 'System,' e.g., (a) in passing from substance to attribute; (b) from substance to modes; (c) in the doctrine of infinite modes; (d) in the transition from bondage to freedom. Discuss this.

IV. Compare Spinoza's treatment of finito individuals and the illusions of the imagination with Sankara's doctrine of Maya.

Which view, in your opinion, is the most consistent?

V. "The axiom which our European idealists often state in the form: *No object without a subject*, is always, in one shape or another, upon the Hindoo's lips. He states it less technically but he holds it all the more intuitively."

Explain this statement of Prof. Royce.

Does Sankara face the Epistemological problem?

VI. Spinoza's god is the "hypostatisation of the abstract formula of a logical unity of the universe, a unity indifferent to every content and intrinsically empty." Discuss this.

VII. "Though Monism would be an excellent theory when the world-process was ended, it is for this very reason quite inapplicable and extremely mischievous while it is still going on." Examine this and trace the ethical consequences of Monism in Spinoza and Sankara.

VIII. Hegel claims by the substitution of *subject* for *substance* to have solved what to Spinoza proved insoluble. Consider this.

IX. Who sees the one same living lord in every being dwell,
Unchanging still 'mid endless change, that man alone sees
The self that knows its very self to every being given, [well,
That self can never hurt itself: so runs the road to Heaven.
Discuss Sankara's teaching as to the relation of Atman to Paramatman.

TUESDAY, 20TH JANUARY, 2 TO 5 P.M.

PSYCHOLOGY (AUTHORS).

Ward's Naturalism and Agnosticism.

I. 'A crude recrudescence of neo-pantheism.....inconsistent with the bright and clear teaching of *realities* and faith in *realities*,' is Lord Kelvin's characterisation of this book.

Taking the hydro-kinetic theory as an example, show, as briefly as you can, how Ward disposes of its claim to explain, or even describe, 'reality,' i.e., 'what actually goes on *behind* what we can see or feel.'

II. 'Those who insist that the quantity of phenomenal energy in the universe *must* be constant seem to me in the same position as one who should maintain that the quantity of water in a vast lake must be constant merely because the surface was always level, though he could never reach its shores nor fathom its depths.'

Discuss this criticism of Spencer's "experimentally established induction."

III. The Synthetic Philosophy is a gigantic mango-trick, in which 'new elements (e.g., Heterogeneity, Life, Consciousness) are adroitly taken up as the synthesis advances, although they seem to have been swept from the board before the performance commenced.'

* Is this estimate, in your opinion, just or unjust, and why?

IV. In self-conservation and Hedonic selection 'we seem to have a power working in a direction contrary to the 'down hill tendency' of energy to assume a useless form (entropy).'

Explain the difference between these teleological factors and what is called 'natural selection.'

V. Distinguish the psychological and the psycho-physical standpoints, and these again from the epistemological.

The conscious automaton theory cannot account for the "illusion" of activity, for it 'excludes the very experiences which make the illusoriness apparent.' Explain.

VI. Show how the Huxleian parallelism of phenomenal and epiphenomenal becomes *inverted* in the school of Kirchhoff and Mach.

What is meant by saying that the 'Two articles of the Agnostic gospel' really contain an implicit Idealism?

VII. 'The fallacy of naïve realism is one step towards dualism; the hypothesis of Introjection supplies the other.'

How does Ward account for the first fallacy? Explain the working of Introjection.

VIII. 'The subject of universal experience is one and continuous with the subject of individual experience.'

Give an outline of the argument by which Ward arrives at this conclusion.

WEDNESDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

THEORY OF LOGIC.

(N.B.—*Parts I and II should be answered in separate books.*)

Part I.

I. What view of the relation between Logic and Metaphysics is consistent with 1. Objective Logic, 2. Subjective Logic? State the problems of Logic that involve Metaphysical assumptions. What do you understand by theory of knowledge? And how is it related to Logic?

II. Is there such a thing as a science of Statistics? How is it related to Induction? How does the problem of Libertarianism vs. Determinism affect it?

III. "Syllogism and Induction correspond to the two great aspects of existence and ways in which things are known." Examine this statement.

IV. What Logical Method of investigation would you employ in 1. Ethics, 2. Politics, 3. Metaphysics? Give concrete illustrations wherever possible.

Can experiment find a place in these sciences?

Part II.

V. Give a brief account of the various views which have been held regarding the Import of Propositions. *

What is meant by the Existential Import of Propositions? Give some of the leading views on the subject.

VI. State and examine Mill's theory of the origin of Geometrical truth.

VII. What different proofs have been advanced of the Law of Causation?

What is the logical connection between the Law of Causation and the Law of the Uniformity of Nature?

VIII. The Inductive Methods have been called Weapons of Elimination. Discuss the appropriateness of this description.

Do these serve as methods of proof or of discovery?

Discuss the question whether these methods may not be more appropriately termed Deductive methods.

THURSDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.

LOGIC (HISTORY.)

(The Science of Logic as conceived by Hamilton, Spencer, Mill and Green. Theories of Causation).

I. Give Hamilton's definition of Logic and Mill's criticism of the same.

What is Green's view of the function of Logic and how does it follow from his Metaphysics of Knowledge?

II. State Hamilton's Theory of Concept and examine critically his attempt to show that nominalists and conceptualists are really at one.

III. Mill says that propositions are not assertions respecting our ideas of things but assertions respecting the things themselves. Examine this position and show how far it is compatible with Mill's own Theory regarding the reality of 'things themselves.'

IV. What is Hamilton's doctrine of the Quantification of the Predicate? Examine his contention that this doctrine is a more correct representation and analysis of the reasoning process than the common doctrine of the syllogism.

V. Referring to Mill's Theory of the Syllogism, Green asks: Is the 'particular' of which an attribute is asserted in the conclusion one of the particulars which have been already observed to have this attribute or is it not? If it is, then there is no inference to it If it is not, how is the inference justified?

State (1) how Mill will meet this criticism, and (2) Green's own theory of inference.

VI. Give (1) Mill's criticism of Hamilton's statement of the Law of causation and (2) Hamilton's criticism of (a) What is known as the volitional theory of causation; (b) The doctrine of Wolff and the Leibnitzians which attempts to establish the principle of causality upon the principle of Contradiction.

VII. Referring to the old controversy between Mill and Whewell as to whether conceptions are abstracted from facts or super-induced upon them, Green points out that the dispute turns on a false view of the relation of the mind to facts. Explain and criticise.

VIII. State and criticise Spencer's doctrine of the Universal Postulate. Mill says that the inconceivability of the contradictory of a proposition is so far from being a mark of its (so-called) necessary truth, that it is not even a certain mark of its being true at all. How does he prove this?

Hamilton agrees with Mill in rejecting inconceivability as a certain mark of falsity. For what reasons?

THURSDAY, 22ND JANUARY, 2 TO 5 P.M.
LOGIC (AUTHORS).

Sigwart's Logic. Part III. Chapters V to VII.

I. Summarize briefly the position of Sigwart in regard to logical theory, and indicate in what respects his view differs from the empirical-logic theory of Mill. What are the points of agreement between Sigwart and Jevons?

II. State and criticize Aristotle's conception of Induction. "The induction of Bacon is in no way opposed to the *Organon* of Aristotle." Explain?

III. Distinguish between induction as a psychological fact, and induction as a logical method. What are the main problems connected with each?

IV. "Taking away with one hand what he gives with the other, Mill shows in the uncertainty of his views the helplessness of pure empiricism, the impossibility of erecting an edifice of universal propositions on the sand heap of shifting and isolated facts, or, more accurately, sensations; the endeavour to extract any necessity from a mere sum of facts must be fruitless." How far are these criticisms justifiable?

V. What is the logical application of the Darwinian theory? Note particularly its bearing on what Sigwart terms the Induction of Concepts.

VI. State Sigwart's view of the relation of the law of Causation to the theory of Induction. How does the law of conservation of energy affect the theory of causation?

VII. What is meant by explanation? What different forms of explanation does Sigwart recognize? Discuss the value of explanation which takes the form of Historical investigation.

FRIDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.

ETHICS (THEORY).

I. Is morality the whole end of life from all points of view or is it one view of the whole?

II. Discuss the statement that self-realisation cannot be the End, any more than it is the *ultimatum* of moral existence in time.

III. Is the question of the End of Ethics the same as that of the Standard? If we take Perfection to be the End, what must be the Standard?

IV. Discuss the relation of Ethics to Politics regarding, (a) the end to be pursued, (b) the laws regulating its pursuit.

V. Is the individual living for the State or the State for the individual? What bearing has your answer on the origin and meaning of Rights?

VI. Do you think it sufficiently comprehensive and ethically right to sum up all the functions of the State in the one function of protecting equally all the liberties of individuals?

VII. From the standpoint of Spencerian or Evolutionary Ethics, is there any possibly assignable reason that the might of the stronger must be limited by the right of the weaker? What meaning can Right and Duty have in such a system?

VIII. May it be a positive duty to resist the laws of the country? Is the case of resisting laws disposed of in the same way as that of merely refusing to obey them?

FRIDAY, 23RD JANUARY, 2 TO 5 P.M.
ETHICS (HISTORY).

I. Explain the exact meaning of the Stoic formula: "Living according to Nature." How far does this meaning agree with that of Butler's statement of the same?

II. "A asceticism is a system which teaches man not to govern his wants by subordinating them to reason and the law of duty, but to stifle them entirely, or at least to resist them as much as he can." With what system known to you does this statement agree? Is there no other way of defining asceticism and assigning it a place in Morals?

III. Compare the Kantian and the Stoic systems in their respective view of the *Summum Bonum* and the Freedom of the Will?

IV. Is Kant's maxim of treating humanity as an end consistent with or merely another way of stating the principle of universal consistency in action?

V. What place is there in Kant's system for love of Duty and virtue as a developed habit?

VI. Compare the position of Conscience in Butler's scheme with that of Duty in Kant's. What is the ultimate basis of moral obligation in both these systems?

VII. Discuss the Hegelian view of Right as *realised freedom* and compare it with the Kantian view.

VIII. How does the harmony between virtue and happiness become a postulate of Kantian Ethics? What kind of happiness is postulated thereby?

SATURDAY, 24TH JANUARY, 10 A.M. TO 1 P.M.
ETHICS (AUTHORS.)

Spencer's Principles of Ethics, Vol. II.

I. On what grounds does Spencer justify the attribution of morality to animals, and what does he consider the laws of sub-human justice?

II. State and critically examine Spencer's formula of justice.

III. On what is the idea of property based? In a highly developed community where the distribution of wealth is determined by competition, can the "rights of property" be based on any abstract principle of justice?

IV. The ethics of the State and the ethics of the family are opposed in nature. Examine this statement.

V. What exceptions does Spencer admit to the right of free contract? Can the principle which underlies these exceptions be restricted to the few special cases in which he applies it?

VI. State and examine Spencer's views of the nature and functions of the State.

VII. What would Spencer say on the question of:—(a) The establishment of municipal bakeries; (b) The united family system?

Would you consider his position with regard to these questions unassailable?

VIII. Mr. Spencer's ethical principles only apply to a society in which social inequality determined by competition prevails. As such a society is founded on a non-moral, if not an immoral, basis his principles have really no more ethical value than the rules of cricket or football. How and with what success does Spencer meet this objection?

BRANCH V.

MONDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

ANCIENT HISTORY.

[*History of Rome B.C. 133—B.C. 44.*]

N.B.—The first *five* questions should be answered and any *two* of the last four.

I. Describe the social and economic condition of Italy at the beginning of this period. Classify the various parts of the Roman State as then constituted. How do you account for the weakness of the Senate?

II. Describe the provincial system, showing the effect it had upon the constitutional troubles of the period.

III. Explain the following statement:—"The same wave of indignation and suspicion which for the moment checked Caesar's rise carried M. Tullius Cicero to the height of his fortunes." Estimate the political aspirations and career of the latter.

IV. Give an account of the relations between Caesar and the Senate from B.C. 59 to B.C. 49; and discuss the question whether he was justified in making an appeal to force.

V. Compare the characters of Marius and Caesar, illustrating your statement by events in their lives.

VI. Contrast the methods of Tiberius and Gaius Gracchus, and explain why each failed.

VII. Give an account of the political parties in Rome in B.C. 100, and trace carefully the events that led to the domination of Sulla.

VIII. Estimate the policy and aims of Sulla. How far were any of his reforms permanent?

IX. Describe accurately (a) the campaign of Pompey against Mithradates and (b) the battle of Pharsalus, and the events that led up to it, with plans.

MONDAY, 19TH JANUARY, 2 TO 5 P.M.

MEDIEVAL HISTORY.

(*The Angevins in France and England.*)

I. Draw a map of the continental dominions of the Angevins at their greatest extent, indicating (a) the original territory of the house; (b) the date at which each acquisition was made; (c) the portion that remained in Angevin hands in 1216.

II. How far is it accurate to speak of a common Angevin character and a continuous Angevin policy in the Angevin dynasty between 843 and 1243 A.D.?

III. Give an account of the career of Fulk the Black and estimate its importance in the history of France.

IV. What were the occasions and causes of the disputes between Henry II. and Becket? How far was the latter defending necessary liberties and how far claiming privileges detrimental to the interests of the nation? Point out the influence of continental politics upon the course of the quarrel. Estimate its results.

V. Describe the administrative system of Henry II. Examine its strength and its weakness as illustrated in the reign of Richard I.

VI. Show clearly the points at issue in the conflicts of John with (1) the Pope, (2) the English Church, (3) the Barons. How far is it possible to defend the King's attitude in any or all of these conflicts?

VII. Classify the original authorities for the history of the Angevins from 843 to 1243 A.D. Give some account of a leading example of each class.

TUESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

MODERN HISTORY.

[*History of Europe from 1849 to 1871.*]

I. Draw a map of the Austrian dominions at the beginning of this period. Trace the effect of nationalism upon their history from 1849 to 1871.

II. Point out the obstacles in the way of German unity in 1849. How had they been overcome by 1871?

III. Give a clear account of the steps by which Louis Napoleon reached the Imperial throne. Describe the constitutional position of the French Emperor.

IV. Examine the development of Cavour's policy. How did it differ from Mazzini's and from Garibaldi's?

V. State clearly the aims of each of the Powers concerned in the Eastern Question in 1853, and trace the effect of the difference of their aims upon events from 1853 to 1856.

VI. Sketch in outline the operations of the Franco-Prussian War.

VII. Estimate the progress of Constitutionalism in Europe during this period.

TUESDAY, 20TH JANUARY, 2 TO 5 P.M.

HISTORY OF INDIA.

[*The Muhammadans in South India, 1310-1688.*]

I. Describe the work of each of the chief Muhammadan historians of South India, and estimate its value as an historical record.

II. Describe the circumstances that led to the establishment of the Bahmani Kingdom. Trace and account for the rapid growth of its power under its first king.

III. State the causes and results of the wars waged with Vijayanagar by (a) Muhammad Shah I, (b) Firoz Shah, in 1417, and (c) Ahmad Shah I.

IV. Show how the jealousy between the Deccani and foreign Muhammadans affected the history and finally led to the break-up of the Bahmani kingdom.

V. Describe the events that led up to the downfall of Vijayanagar; and indicate the effects of its fall on the subsequent history of the Muhammadan states in the Deccan.

VI. Give a clear account of the part played by Malik Amber in maintaining the independence of Ahmednagar, briefly referring to the circumstances that favoured him.

VII. Show in detail the contrast between the Imperial power in the Deccan when Aurangzib was its Viceroy and about the year 1825 A.D.

VIII. Give a brief but clear account of the conquest and annexation of Bijapur and Golconda by Aurangzib. Examine Aurangzib's policy with regard to them in the light of subsequent history.

WEDNESDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

HISTORICAL SUBJECT OR INSTITUTION.

(*The First Century of the East India Company.*)

I. What trade models had the East India Company before them when they started their business, and what modifications did they introduce, in framing their own organisation?

II. Give some account of the collisions that took place between the British and the Portuguese in India down to the year 1622, and state the causes of the decline of the latter.

III. Under what circumstances was the treaty of 1619 concluded between the British and the Dutch East India Companies, and why did it prove abortive?

IV. 1. Explain how the rise, character and growth of the Company's first settlements on the Bombay, Madras, and Bengal coasts were influenced by the differences in the political conditions prevailing in each. 2. State the main points in Mandelslo's sketch of the English factory at Surat.

V. Describe the change made in the constitution of the Company by Cromwell's Charter of 1657, and show how it represented the spirit of the times.

VI. Describe the political condition of India about the year 1680, and explain how it helped to decide the conflict of opinion as to the best mode of securing the Company's interests in India.

VII. How did contemporary opinion in regard to economic and mercantile matters hinder the prosperity of the Company's trade, and how did the Civil Wars help to advance it?

VIII. Explain clearly (a) why the New East India Company was formed in 1698, and (b) what brought about its amalgamation with the Old Company.

THURSDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.

SCIENCE AUXILIARY TO HISTORY.

[*South Indian Architecture.*]

I. Consider the influence of geological features on the monuments at Ajunta, Ellora, Hullabid, Bijapur, and Madura.

II. 1. How far does a comparison of the rail of Amaravati with those of Sanchi and Bharhut enable us to judge of their respective ages? Discuss the value of the sculpture on the Amaravati rail in connection with our knowledge of Buddhism.

or

2. Describe briefly the remains in South India of Jain architecture, mentioning their localities, and drawing attention to those characteristics that appear to point to a wooden origin.

III. Discuss the evidence as to the date of the raths at Mahabalipuram; and consider their relation to earlier and later styles.

IV. Describe, with sketches, the chief characteristics of Dravidian and Chalukyan architecture as regards:—(1) openings (doorways and windows); (2) roofs; (3) columns.

V. Draw a rough ground-plan of the group of buildings around the temple of Chidambaram or Rameswaram; give a general description of the group you select, and discuss the evidence as to the date of construction of that group.

VI. Describe with special reference to plan and ornamentation the Hoysaleshwara temple at Hullabid.

VII. Shew by drawings and description how in the structure of the dome of Mahmud's tomb at Bijapur the lateral thrust is counteracted.

or

Compare the general design of the great mosque at Gulbarga with that of the Jumma Musjid at Bijapur.

THURSDAY, 22ND JANUARY, 2 TO 5 P.M.

INTERNATIONAL LAW.

I. Trace the development of international relations from the earliest times, noting the principles underlying them.

II. Discuss the appropriateness of the term "International Law."

III. "In applying to the discovery of new countries the same principles which the Romans had applied to the finding of a jewel, the Publicists forced into their service a doctrine altogether unequal to the task expected from it." Explain and illustrate this statement by reference to historical disputes.

IV. Point out, with historical examples, the rights arising under the right of self-preservation.

V. Distinguish between the two branches of the law of neutrality and show how they have been confused.

VI. Discuss the position of a belligerent in occupation of enemy territory. How is such occupation constituted and to what rights and duties does it give rise?

VII. Under what conditions may neutral persons and property be clothed with an enemy character?

VIII. Point out the conditions under which a blockade is instituted, maintained, and brought to an end, and its effect on neutrals.

FRIDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.

POLITICAL ECONOMY (1).

I. Discuss, with historical references, the conditions that affect (1) the increase of the labouring population in a country, (2) their vigour, (3) their industrial skill.

II. What does Marshall mean by External and Internal Economies of Production? How are these economies limited? What are the chief forms of modern business management, and how does their growth affect the market for marked business ability?

III. What are the conditions that determine the ordinary rate of profits in a country at a given time? State Mill's doctrine of the tendency of profits to a minimum, explaining carefully the conditions he assumes for its operations. What are the causes

that in a country like England at the present day counteract this tendency? How does Mill apply this doctrine in his discussion of a tax on Profits?

IV. Distinguish between General and Particular Prices. How are the former determined and how measured? Give a summary of Mill's account of how credit affects prices. Explain shortly the method by which a large and sudden increase in the gold reserve of the Bank of England affects General Prices.

V. 1. Summarise the economic changes of the sixteenth century in England.

2. Describe and account for the condition of the working classes of England during the half century that preceded the Poor Law Act of 1834.

VI. What steps does Ingram infer as being at once practicable and urgent in the direction of a renovation of economic science? Illustrate your answer by references to the history of the science.

FRIDAY, 23RD JANUARY, 2 TO 5 P.M.

POLITICAL ECONOMY (2).

I. What are the peculiarities which distinguish the action of demand and supply in relation to Labour from the operation of the same forces in relation to the other factors of production? What does Marshall mean by saying that the importance of these peculiarities depends on the cumulativeness of their effects?

II. What is meant by an increase in (1) the Normal Demand, (2) the Normal Supply of an article. Trace the effects of each on production according to the different conditions of that production. Hence show the effects on Consumers' Rent of (a) the levying of a tax, (b) the granting of a bounty on production, and deduce some exceptions to the doctrine that it is best that each should spend his income as he pleases.

III. Is taxation always an evil? Criticise the statement "Every tax creates a new ability in the subject to bear it, and each increase of public burdens increases proportionally the industry of the people." Illustrate from the history of taxation the value of the following canons:—Taxes should be (1) *Productive*, (2) *Economical*, (3) *Elastic*, (4) *Certain*.

IV. Account for Mill's approval of the doctrine that loans as compared with taxation are economically disadvantageous. Give the rules laid down by Bastable as governing the choice to be made between loans and taxation, with a summary of the arguments he adduces in support of them.

V. "Do the strongest forces of the social development of our time really tend towards the superseding of the present economic order and towards the establishment of a new and wider order based on collective capital and associated labour?" Show that this question is fundamental to Karl Marx's doctrine and indicate the grounds on which his answer is based.

SATURDAY, 24TH JANUARY, 10 A.M. TO 1 P.M.
POLITICAL ECONOMY (3).

Essay.

Write an essay on any one of the following subjects:—

I. "If we are asked whether this doctrine of rent, and the consequences which Ricardo deduced from it, are true, we must answer that they are hypothetically true in the most advanced industrial communities, and there only (though they have been rashly applied to the case of India.....) but that even in those communities neither safe inference nor sound action can be built upon them."—*Ingram*.

II. With special reference to India. "The true key-note of economic progress is the development of new activities rather than of new wants."—*Marshall*.

III. "There remains to be noticed.....the theory that the amount of the land revenue taken by the Government of India, in one form or another, from the people is mainly responsible for famine, with its corollary that, were the assessments diminished, famines would be less frequent, or that at least, when they do occur, they would cause infinitely less suffering."—(*Resolution by the Governor-General of India in Council No. 1 dated the 16th January 1902.*)

BRANCH VI.

MONDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

COMPARATIVE PHILOLOGY.

NOTE.—*Candidates are informed that, in order to obtain full marks, it is not necessary to answer all the questions in this paper. They are recommended to select such questions as they can answer in the time allowed.*

I. Give some account of the "Discovery of Sanskrit." Show that it led to the Aryanisation of Philology.

II. Discuss the part played by onomatopœia in the origin of language, and show that language begins in sentences.

III. Show by illustrations (transliterated into the English alphabet, and fully explained), that the Dravidian languages are agglutinative and Sanskrit inflectional.

IV. What are the three great causes of change in language? Which does Professor Sayce think has attracted more than its share of attention and why does he think so?

V. Explain clearly how differences of vowel sound are produced by the vocal organs. What has pitch to do with the pronunciation of vowels and "tone" with that of sentences?

VI. "Myths are the creation of language." Develop this.

VII. "Language is a social product, not a racial one." State and illustrate the consequences of these facts.

VIII. Show that History and Logic have derived help from Comparative Philology.

BRANCH VI—ENGLISH.

MONDAY, 19TH JANUARY, 2 TO 5 P.M. HISTORY OF THE ENGLISH LANGUAGE.

N.B.—*Candidates are informed that in order to obtain full marks it is not necessary to answer all the questions in this paper. Those marked with an asterisk should, however, be attempted.*

* I. Translate the following passages. To what periods of the language would you assign them, and why?

(a) *Hwæt! Wé gefrunan on fyrdagum
Twelfe under tunglum tireadige hæleð
þéodnes þegnas no hira thrym aleg
camprædenne þonne cumbol hnēotan.*

*þæt wāron māre men ofer eorðan
frome folctogan and fyrdwhate
rōfe rincas þonne rond ond hond
on herefelda helm ealgodon
on meotudwange.*

(b) *The king that all for-travalit wes,
Saw that hym vorhit slep neidwais ;
Till his fostir-brothir he sais,
' May I trast the me to valk,
Till I a litill sleeping tak ? '
' ȝha Schir,' he said, ' till I may drc.'
The kyng than vynkit a litill we,
And slepit nocth full ynkurly,
Bot glifnyt vp oft suddandly,
For he had drede of thai thre men,
That at the tothir fyre war then,
That thai his fayis war he wyst,
Tharfor he slepit as foul on twist.*

II. Who was Ulfila? Of what importance is his work in the history of the English language?

III. In what respects does Old English preserve the original Germanic vowel scheme more faithfully than Gothic?

* IV. Explain vowel gradation and give the conjugations forming "the key to the whole system of gradation."

V. Name the Middle English dialects and mention some of the chief characteristics of each.

* VI. Trace the steps by which the old synthetic English has become the modern analytic tongue we now use.

* VII. The growth of the English tongue is usually divided into five periods. What are the special characteristics of the third period?

* VIII. (a) Give the history of the absolute construction as found in English. (b) What are the various functions of the dative case?

IX. (a) Write notes on the derivation of *kettle*, *runnage*, *bury*, *proxy*, and give other illustrative examples of the etymological forms involved. (b) The following Norman French words are found in a work written before 1300. Which of them are still in use, and in what forms? *Neyce*, *garsonnes*, *enuesure*, *raunson*, *soudan*, *maistrice*, *auntred*, *basnet*, *justyng*, *male-aperte*.

X. "Modern English spelling is open to much criticism." Show the truth of this statement, and explain how the invention of printing has not been an unmixed blessing as regards spelling reform.

XI. "Take a pursuit that has been followed from the earliest to the latest times, but under ever varying conditions—that of war. The vocabulary of its terms has been continually diminishing and onlarging as one method of warfare is supplanted by another." Carefully exemplify the truth of this statement, with special reference to the late South African War.

TUESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

TEXT-BOOKS I.

Selections from Sweet's *Anglo-Saxon Reader*; Selections from Morris and Skeat's *Specimens of Early English Literature*; Chaucer, *The Prioresses Tale*, *Sirc Thopas*, *The Monkes Tale*, *The Squieres Tale*; James I, *The Kingis Quair*.

N.B.—Candidates are informed that in order to obtain full marks it is not necessary to answer all the questions in this paper. They are recommended to select only such questions as they can answer satisfactorily in the time allowed. Those questions which are marked with an asterisk should, however, be attempted.

* 1. Translate the following passages into modern English:—

1. Urc ieldran, þā ðe ȝā stōwa ēr hīldon, hic lufodon wīsdōm, qnd ȝurh ȝone hie begēaton welan, qnd ȝīs lāefdon. Hēr mōn īæg giet gesiōn hiora swēð, ac wē him ne cunnōn æfter spyrigeān, qnd for ȝām wē habbað nū ȝēgðer forlāeton ge ȝone welan ge ȝone wīsdōm, for ȝām ðe we hīldon tō ȝām spore mid ūre mōde onlūtan.

Write notes on the underlined portions of *ieldran*, *hīldon*, *begēaton*, *swēð* (beside *swāðu*), *spyrigeān* beside *spore*.

2. Bā hēt hēo gesōmnian ealle þā gelāerdestan menn and þā leorneras, and him and weardum hēt sēcgan þēt swēfn, and þēt lēoð singan, þætte ealra heora dōme gecoren wārc, hwāt oððe hwonon þēt cumen wāre. þā wās him eallum gesegen, swā swā hit wās, þēt him wāre from Dryhtne sylfum hefonāt gyfu forgisen.

Ðā r̄hton hīe him and s̄egdon sum hālig spell and godcundre lāre word; bebudon him þā, gif hē mihte, þæt hē him sum sunge, and in swinsunge lēoðsinges þæt gehwyrfde. Ðā hē þā hæfde þā wisan onfangene, þā eode hē hām tō his hūse, and cōm eft on morgen, and þy b̄ctstan lēoðe geglenged him āsong and āgeaf þæt him bebedon wæs.

Classify all the strong verbs in this passage. Give the four grades of each, and account for any divergences in the stem syllable from the regular primitive-Germanic vowel sound.

3. Mē s̄endon tō þē s̄āmenn snelle;

hēton ðē s̄ecgan, þæt þū mōst s̄endan rāðe
bēagas wið gebeorge; and eow bētere is
þæt gē pisne gārrās mid gafolo forgylldon,
þonne wē swā hearde hilde dālon.
Nē purſe wē ūs spilan, gif gē spēdaþ tō þām :
wē willað wið þām golde grið festnian.

Notice any metrical irregularities in these lines.
 4. Gif ic ānegum hēgne þēodenmādmas
gēara forgāafe, bēden wē on þāu gōdan rice
gesālige sāton, and hæfdon tō setla goweald,
þonne hē mē nā on leofran tīd leanum ne meahte
mīne gife gyldan, gif his gien wolde
minra þegna hwilc gebafa wurðan,
þæt hē tūp heonon ātē mihte
cuman purh þās clūstro and hæfde cræft mid him,
þæt hē mid feðerhoman flēogan meahte,
windan on wolcne, þær geworht stōndað
Adām and Ève on eorðrice
mid welan bewunden, and wē synd āworpene hider
on þās dāpan dalo.
 5. Wēop eall gesceaft,
cwīðdon cyninges fyll: Cr̄ist wæs on rōde.
Hwæðere þær fūse feorran cwōman
æðeie tō ānum: ic þæt eall behēold.
Sāre ic wæs mid sorgum gedr̄efed, hnāg ic hwæðre þām
s̄ecgum tō handa
ēadmēd glne mycle. Gonāmon hīe þær AElmihtigne God,
āhōfon hīne of ðām hefian wīte: forleton mē þā hilderincas
standan stēame bedrifene: eall ic wæs mid strālum
forwundod.
 6. For þon wāt sē þe scoal his winedryhtnes
leofes lärcwidum lōnge forþolian,
ðōgne sorg and slæp sōmod ætgædre
earmne ānhagan oft gebindað:
þinceð him on mōde þæt hē his monndryhten
clyppe and cysse, and on cnēo leoge
honda and hēafod, swā hē hwilum ēr
in gēardagum giefstōles brēac.
- Deriv. *wārcwidum*. What is the infinitive of *b̄ēac*? Mention

some other infinitives of the same ablaut series similarly formed, and explain the form.

II. Write an account of the poem from which the extract in I (c) is taken.

III. Summarise the chief theories advanced in connection with the poem quoted in I (d).

IV. What is known of the authorship of the poem containing the lines in I (e), and what relation do these lines bear to the runes on the Ruthwell Cross?

V. "Despite the Christian character of its opening and concluding lines, *The Wanderer* is a poem full of the spirit of northern paganism." Discuss this criticism.

* VI. Illustrate from the prescribed Middle English texts the distinguishing characteristics of the dialects of which they are examples.

VII. What is the significance of the poetry of Laurence Minot?

VIII. Give some account of the class of poems to which "William of Palerne" belongs.

IX. Write a critical note on "The Voiage and Travaille of Sir John Maundeville."

* X. Assign, with reasons, each of the prescribed Canterbury Tales to the probable date of composition. State the source of each of the Monk's "tragedios."

XI. Give some account of the different metrical forms exemplified in the prescribed tales.

XII. Write a critical estimate of the "Prioresses Tale" or of the "Squieres Tale."

XIII. Give in outline the scheme of the "Kingis Quair," and assign to the poem its place in the history of English poetry. Mention all the direct imitations of Chaucer you can remember in the "Kingis Quair."

* XIV. 1. Annotate the following passages; in each case state the context:

(a) So fair a siȝt of seg: no sawe he neuer are,
Of lere no of lykame lik him nas none.

(b) I tolde hem of als gret a merveyle to hem, that is
amonges us: and that was of the Bernakcs.

(c) For Roger, which that bisshop was of Pyse,
Hadde on him maad a fals suggestioun.

(d) Seint Nicholas stant euer in my presence.

(e) Of Horn child and of Ypotys,
Of Bevys and sir Gy,

Of sir Lybeux and Pleyndamour.

(f) As by the whelp chasted is the leoun.

(g) The wyly fox, the wedowis Inemye,
The clymbare gayte, the elk for alblastrye,
The herknere bore, the holsum grey for hortis.

2. Write etymological notes on the following: doghty, frayne, desp̄rpleth, roþeron, habergeoun, barme, ~~teller~~, wiȝes.

TUESDAY, 20TH JANUARY, 2 TO 5 P.M.

TEXT-BOOKS II.

SHAKESPEARE: *Richard II*, *As You Like It*, *Antony and Cleopatra*, *The Tempest*; MARLOWE: *Edward II*; SPENSER: *The Shepheard's Calendar*; JONSON: *The Sad Shepherd*.

N.B.—Candidates are informed that in order to obtain full marks it is not necessary to answer all the questions in this paper. Those questions, however, which are marked with an asterisk should be attempted.

*I. What internal evidence does each of the selected plays of Shakespeare afford as to the period of the author's work to which it belongs?

II. Some people see in Jacques an elevated moral philosopher, others a more *blase* sensualist. Give your reasons for agreeing with either or neither estimate, and in the latter case give your own estimate of Jacques.

III. Discuss the sources of the plots of *The Tempest*, and *As You Like It*. What do you consider to be the ultimate motif of *The Tempest*?

IV. Compare *Edward II* with *Richard II* in respect of characterisation. Also compare the scene of the murder of Edward II with the corresponding scene in *Richard II* in respect of dramatic treatment and dramatic effect.

V. The phrase *feliciter audax* (happily daring) has been used to describe both the moral aspect of *Antony and Cleopatra*, and also the play regarded as a work of art. Discuss its significance in both cases.

Illustrate from this play Shakespeare's dramatic skill in the use of his material.

VI. *The Shepheard's Calendar* has been called "a summary of the whole past history of pastoralism." Explain this. Write a critical note on the language of the *Calendar*.

VII. Give some account of the pastoral drama of Jonson's time, and point out the relation in which *The Sad Shepherd* stands to it.

Discuss the theory that *The Sad Shepherd* and the missing pastoral, entitled *The May Lord*, are identical.

*VIII. Explain fully and annotate the following passages:—

1. Why who cries out on pride,

That can therein tax any private party?

Doth it not flow as hugely as the sea,

Till that the weary very means do ebb?

2. No hope that way, is

Another way so high a hope, that even

Ambition cannot pierce a wink beyond

But doubt discovery there.

3. This is the tune of our catch played by the picture of nobody.

4. The shadow of your sorrow hath destroyed
The shadow of your face.
 5. *Groom.* Hail, royal prince!
K. R. Hail, noble peer!
The cheapest of us is ten groats too dear.
 6. Prithee, go hence;
Or I shall show the cinders of my spirits
Through the ashes of my chance.
 7. Soar ye ne'er so high,
I have the jesses that will pull you down;
And *aequus tandem* shall that canker cry
Unto the proudest peer of Britainy.
 8. Indeede the Romish Tityrus, I heare,
Through his Mecaenas left his Oaten reede.
 9. Now, I pray thee, lette me thy tale borrowe
For our Sir John, to say to morrowe
At the Kerke.
 10. But the sourer sort
Of shepherds now disclaim in all such sport.

WEDNESDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.
ESSAY.

Write an essay on :—Realism in Literature.

THURSDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.
TEXT-BOOKS III.

MILTON, *Lycidas*, *Comus*; SHELLEY, *Adonais*; TENNYSON, *Idylls of the King*; WILLIAM MORRIS, *The Story of Sigurd the Volsung* and *The Fall of the Niblungs*.

NOTE—Candidates are not expected to answer all the questions. They should select such questions as they can answer fully and satisfactorily in the time allowed.

I. Discuss the various theories as to the origin of the Plot of "Comus."

II. Compare or contrast Shelley's treatment of the Elegy with that of Milton. What elements in "Iocidas" and "Adonais" respectively are traditional, and to what extent do the Poems bear the stamp of the individual genius of their Authors?

III. Discuss the following criticisms :—

"The Songs (in "Comus") are vigorous and full of imagery, but they are harsh in their diction, and not very musical in their numbers."

"Passion plucks no berries from the myrtle and ivy, nor calls upon Arethuse and Mincius, nor tells of rough Satyrs, and Fauns with cloven heel."

IV. Discuss the following appreciation of "Sigurd the Vol-

sung":—"The most Homeric Poem which has been written since Homer."

V. "Chaucer, whom I should call the Novelist of Poets, as Morris is the Romance-writer." Discuss this criticism. Compare Chaucer, Morris, and Tennyson as story-tellers. Do you notice any conspicuous characteristic of Chaucer, which is lacking in William Morris?

VI. Sketch briefly the Plot of "Sigurd the Volsung." On what grounds has the Plot been criticised unfavourably, and with what justice?

VII. 1. What do you know of the sources from which William Morris has drawn in his "Sigurd," or Tennyson in his "Idylls of the King"? 2. Compare Morris and Tennyson with each other, and with any other English Poets who have treated the same or similar subjects, in respect of their handling of ancient Legends and Mythology.

VIII. Shelley himself considered the "Adonais" to be "perhaps the least imperfect" of his Poems. Discuss this estimate.

IX. What is an "Idyll"? Illustrate your answer fully from any one of the "Idylls of the King." Compare Tennyson as a writer of Idylls with any other Poet who has employed this form, indicating his debt to his predecessors.

X. 1. Discuss the Metres of (a) "Adonais," (b) "Sigurd the Volsung," with some account of their history. 2. Scan the following lines, with full notes on any metrical peculiarities:—
 (a) Hard upon helm smote him, and the blade flew. (b) Leapt in a semicircle and lit on earth. (c) In regions mild of calm and sereno air. (d) Bore a bright golden flower, but not in this soil. (e) Fall battle-axe, and flash brand, let the king reign. (f) Melody on branch, and melody in mid-air. (g) Bearing all down in its precipitancy. (h) Such noise as I can make to be heard farthest.

XI. Explain the following allusions:—1. In letters like to those the voxillary, Hath left crag-carven o'er the streaming Gelt. 2. Lucan by his death approved. 3. To Phoebus was not Hyacinth so dear, Nor to himself Narcissus, as to both Thou Adonais. 4. The Pilgrim of Eternity, whose fame, Over his living head like Heaven is bent. 5. He, as I guess, had gazed, on Nature's loveliness, Actaeon-like. 6. He died, Who was the siro of an immortal strain, Blind, old and lonely. 7. That sanguine flower inscribed with woe. 8. By hoary Nereus wrinkled look, And the Carpathian wizard's hook. 9. Where the great Vision of the Guarded Mount, Looks towards Namancos, and Bayona's hold.

XII. Write full notes on the following words and phrases, where necessary explaining their meaning:—1. Scrannel pipes. 2. Odin's door. 3. Some gay creatures of the element That live in the plighted clouds. 4. Red pulsing up through Alioth and Alcor. 5. I misyoked with such a want of man. 6. Ivy-tods. 7. The flame of the sea. 8. The Norns. 9. The Choosers of war. 10. Weregild. 11. Those budge doctors of the Stoic fur. 12. Costrel. 13. The little rift within the lute.

THURSDAY, 22ND JANUARY, 2 TO 5 P.M.
TEXT-BOOKS IV.

ASCHAM, *The Scholemaster*; BACON, *History of Henry VII*; HOBBS, *The Leviathan, Parts I and II*; J. A. SYMONDS, *The Renaissance in Italy*; *The Revival of Learning*; THACKERAY, *Esmond*.

NOTE—Candidates are not expected to answer all the questions. They should select such questions as they can answer fully and satisfactorily in the time allowed.

I. 1. Briefly describe the condition of learning at the time that Ascham entered Cambridge. Dr. Johnson tells us that the *Scholemaster* contains “the best advice that was ever given for the study of languages.” Give the sum and substance of this advice. 2. In what sense does Ascham use the following words:—*Fond, lewd, lust, painful, namely, sound* (verbs), *commodity, indifferent!* Comment upon his spelling of the following words:—*doubt, delight, whole, able, abominable*.

II. 1. What does Ascham mean by Italianated Englishmen and how does he describe them? What pastimes are mentioned as ‘very necessary for a country gentleman’? 2. Give Ascham’s opinions on (a) The relative value of *experience* and *learning*. (b) *The Morte d’ Arthur*. (c) The value of *paraphrase*. (d) The use of rhyme in Poetry.

III. 1. Criticise the statement made by Sir James Macintosh that Bacon wrote his history of Henry VII to gratify James I. 2. What is Bacon’s estimate of Henry VII as a king and as lawgiver, and what does he consider Henry’s “pre-eminent virtue and merit”? Explain his meaning when he says that “no doubt, in him as in all men (and most of all in kings) his fortune wrought upon his nature, and his nature upon his fortune.”

IV. 1. What were the ‘privileges of sanctuary’ and how were they qualified in the reign of Henry VII? What was the Court of the Star Chamber and what did Bacon think of it? 2. Explain the following passages:—(a) As his victory gave him the knee, so his purpose of marriage with the Lady Elizabeth gave him the heart: so that both knee and heart did truly bow before him. (b) Great affairs are commonly too rough and stubborn to be wrought upon by the finer edges or points of wit. (c) Yet did he make that war, rather with an olive branch than laurel brand in his hand. (d) Popo Alexander.....was desirous to trouble the waters in Italy that he might fish the better. casting the net not out of St. Peter’s, but out of Borgia’s bark.

V. 1. Explain the title of Hobbes’ work, the *Leviathan*, and describe its nature, scope and purpose. 2. By what arguments does Hobbes endeavour to prove that the sovereign power in all commonwealths ought to be absolute?

VI. 1. What according to Hobbes is the natural condition of mankind, and how does he try to show that in this condition

nothing can be said to be unjust? 2. Briefly summarise Hobbes' views on the liberty of the subject. In what cases according to him are subjects absolved from obedience to their sovereign?

VII. 1. Describe the nature and character of the Revival of learning in Italy? What does Mr. Symonds regard as 'the note of the true spirit of the Revival'? What were its faults and defects? 2. Describe the relations of the Church to scholarship and literature during the dark ages and the conditions under which professional teaching was conducted in the fourteenth century.

VIII. 1. What is Mr. Symonds' explanation of *humanism*? Who was its first and greatest apostle and what was the nature of the services he rendered? What resemblance does Mr. Symonds see between the humanists and the sophists of antiquity? 2. What has been the influence of the humanists on the educational systems of Europe? What reasons does Mr. Symonds give for each of the following statements he makes?—(a) "It is therefore not impossible that for many years to come the higher culture of the race will still be grounded upon humanism." (b) We have a right to hail the humanists as the schoolmasters of modern civilization.

IX. 1. *Esmond*, says Mr. Hannay, is the favourite Novel of Thackeray's choicest admirers. What is there in *Esmond* to merit the preference? 2. Sketch the character of Esmond and of Beatrix.

X. 1. One of the chapters in *Esmond* is headed "A great scheme and who baulked it." Give a brief account of what is referred to. 2. In what light do the following characters appear in the Novel?—William III, the Duke of Marlborough, Bolingbroke, Addison, Steele and Swift.

FRIDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.
TRANSLATION FROM SELECTED LANGUAGE.

I. Translate into English:—

1. (a) इमं मे वरण श्रुधी हवमद्या च मूल्य ।

त्वामवस्पुरा चके ॥

(b) त्वं विश्वस्य मेधिर दिवश्च ममथ राजसि ।

स यामिनि प्रति श्रुधि ॥

(c) उद्गुत्तमं ममुग्धि नो वि पाशं मध्यमं चृत ।

अंवाधमानि जीवसे ॥

2. (a) अप्ने सुखतमे रथे देवाँ ईलित आ वह ।

असि होता मनुहितः ॥

(b) स्तृणीत बर्हिरानुषगृष्ठं मनोषिणः ।

यत्रामृतस्य चक्षणम् ॥

II. 1. दृष्ट्वा व्योमनि बालभ्रशकलं लैहां जगच्छुषां
नीपानां कुसुमावतंसजननं नृत्यप्रदं बर्हिणाम् ।
यात्रावेशहरं जिगीषुमनसामस्य स्फुटत्कञ्चुकः
कान्ताभिस्सुहृदां द्विषां च युगपत् प्राप्तः प्रमोदोत्सवः ॥

2. सङ्क्लोचनवत्मादिशन् जलरुहां देवघ्निवेदीतनुः
सोऽयं विद्वुमकन्दसुन्दरवपुर्यात्यस्तमरतातपः ।
माञ्जिष्ठवसरच्छउक्तसुहृदां यदीधितीनां पुरः
प्रेष्ट्वाति सनालनीलनलिनीप्रस्ताररम्यं तमः ॥

3. केलुद्विद्युलुतालीच्छुरितपरिकरैरम्बुदैर्वान्तवार्भि-
र्दिव्यानां व्योमयानैर्भयचकितवधूवक्रमुक्तार्तनादैः ।
लङ्घेन्द्रेणाग्रहस्तभ्रमितरथपथं प्रस्थितैस्तारकाणा-
मुत्तालैश्वकवालैरिव च विरचिता वक्रनीराजनश्रीः ॥

III. 1. किं रुद्धः सचिवैरथ प्रणयिनां गोष्ठीरसेनाहृतः ?

किं चा कामपि वृलुभामभिसुती धूत्तोऽय नायाल्यसौ ? ।

इत्थं कोपकषायलोचनगलद्वाष्पाम्बुधोतननं

निश्चस्य प्रियया शठे मयि तया किं किं न सुम्भाकितम् ॥

2. क्रुद्धे तर्जनतयरे खलु गते दष्टाधरे कोशिके
नाथैतान् क विहाय गच्छसि नयासानप्यनाथानिति ।
प्रत्यग्रागतबाष्पदीनवदनैरक्तोऽस्मि यैस्तान्कथं
ल्यक्षात्ममरिभ्युपैमि भवता लोकान् प्रदिष्टानहम् ॥

IV. 1. उल्घास्य कालकरवालमहाम्बुवाहं
देवेन येन जरठोर्जितगर्जितेन ।
निर्विपितस्सकल एव रणे रिणूणां
धाराजलैस्त्रिजगति उवलितः प्रतापः ॥

2. यदि च वाच्यवाच्कत्वव्यतिरेकेण व्यङ्ग्यव्यञ्जकभावी
नाभ्युपैयते, तदाऽसाधुत्वादीनां निल्यदोषत्वं कष्टत्वादीनामनिल्य-
दोषत्वमिति विभागकरणमनुपपत्नं रथात् ! न चानुपपत्नम्, सर्व-
स्यैव विभक्ततया प्रतिभासात्, वाच्यवाच्कभावव्यतिरेकेण व्य-
ङ्ग्यव्यञ्जकताश्रयणे तु व्यङ्ग्यस्य बहुविधत्वात् क्वचिदेव करय-
च्चिदेवोवित्येनोपपद्यत एव विभागव्यवस्था ॥

‘द्वयं गतं संप्रति शोचनेयतां समागमप्रार्थनया कपालिनः’

इत्यादौ पिनाक्यादिपदवैलक्षण्येन किमिति कपात्यादि-
पदानां काव्यानुगुणत्वम् ? । अपि च वाच्योऽर्थः सर्वान् प्रति-
पत्तृन् प्रति एकश्च एवेति नियतोऽस्तो, न हि ‘गतोऽरतमर्कः’ ।
इत्यादौ वाच्योऽर्थः क्वचिदन्यथा भवति, प्रतीयमानस्तु तत्त्वप्रक-
रणकन्तुप्रतिपूज्ञादिविशेषसहायतया नानात्म भजते ।

३. आत्मारामा विहितरतयो निर्विकर्त्ते समाधौ
ज्ञानोद्रेकाद्विघट्तितमोग्रन्थयः सत्त्वनिष्ठाः ।
यं वीक्षन्ते कमपि तमसां ज्योतिषां वा परस्तात्
तं मोहान्धः कथमयममुं वेत्ति देवं पुराणम् ॥

५. पाणिकर्मणा पाणिघण्टाप्रक्षेपो भवति तस्मिंश्च सति श-
बद्सन्तानो नोपलभ्यते अतः श्रवणानुपपत्तिः । तत्र प्रतिघाति-
द्रव्यसंयोगः शब्दस्य निमित्तान्तरं संस्कारभूतं निरूणद्वीत्यनुमीय-
ते । तस्य च निरोधाच्छब्दसन्तानो नोत्पद्यते अनुत्पत्तो श्रुतिवि-
च्छेदः । यथा प्रतिघातिद्रव्यसंयोगादिषोः क्रियाहेतौ संस्कारे
निरूप्ते गमनाभाव इति कम्पसन्तानस्य सर्वानेन्द्रियग्राह्यस्य
चौपरमः कांस्यपात्रादिषु पाणिसंक्षेपो लिङ्गः संरक्षारसन्तानस्येति,
तस्मान्निमित्तान्तरस्य संरक्षारभूतस्य नानुपलब्धिरिति ॥

६. यथा प्रदीप एकोऽनेकप्रदोपभावमापद्यते विकारशक्तियो-
गात् । एवमेकोऽपि सन्विद्वानैश्वर्ययोगादनेकभावमापद्य सर्वाणि
शरीराण्याविशति । कुतः । तथा हि दर्शयति शास्त्रमेकस्थाने-
कभावम् “ स एकव्या भवति त्रिव्या भवति पञ्चव्या सप्तव्या नवव्या ”
इत्यादि । नैतदारुण्यन्तोपमाभ्युपगमेऽवकल्पते नापि जीवान्तरावे-
शे । न च निरात्मकानां शरीराणां प्रवृत्तिसंभवति । यत्त्वात्म-
मनसोऽदानुपपत्तेनेकशरीरयोगासंभव इति । नैष दोषः, एकम-
नोनुवर्तीनि समनस्कान्येतापराणि शरीराणि सत्यसंकल्पलान् स्त-
क्ष्यति । सुष्ट्रेषु च तेषूपाधिमेदादात्मनोऽपि भेदेनाधिष्ठातृत्वं यो-
क्ष्यते । एषैव च योगशास्त्रेषु योगिनामनेकशरीरयोगप्रक्रिया ॥

VII. 1. आच्छादितायतदिगम्बरमुद्धकैर्गी-

मात्रम्य संस्थितमुद्गविशालशृङ्खलम् ।

मूर्ध्नि स्फुरत्तुहिनदीधितिकोपिमेन-

मुद्वीक्ष्य को भुवि न विस्मयते गिरीशम् ॥

2. मैत्र्यादिचित्तपरिकर्मविद्वि विधाय

क्षेशप्रहाणमिह लब्धवसबीजयोगाः ।

ख्यातिं च सत्त्वयुरुषान्यतयाधिगम्य

वाञ्छन्ति तामपि समाधिमृतो निरोद्धुम् ॥

3. एतस्मिन्नधिकायश्चित्रयं वहन्त्य-

संक्षीभं पवनभुवा नवेन नीताः ।

वात्मीकेरहितरामलक्ष्मणानां

साधर्म्यं दधति गिरां महासरस्यः ॥

4. कामः कोसुमचापदुर्जयमुं जेतुं नृपं लां धनु-

र्वल्लीमव्रणत्रंशामधिगुणामासाद्य मादत्यसौ ।

प्रीवालंकृतिपट्टसूतलतया पृष्ठे कियहृम्बया

भ्राजिष्णुं कषरेखयेव निवसत्सिन्दूरसौन्दर्यया ॥

5. लद्दुच्छावलिमोक्तिकानि गुल्मिकास्तं राजहंसं विभो-

र्वेध्यं विद्धि मनोभुवः स्वमपि तां मङ्गुं धनुर्मङ्गरीम् ।

यन्मित्याङ्गुनिवासलालिततमज्याभुज्यमानं लस-

नाभीमध्यविला विलासमखिलं रोमालिरात्म्बते ॥

FRIDAY, 23RD JANUARY, 2 TO 5 P.M.
TRANSLATION FROM SELECTED LANGUAGE.

Translate into Sanskrit :—

I. Western Orientalists have done wonderful service to Sanskrit.

For their life-long and almost single-minded devotion to Sanskrit, for the works they have brought to light, and for the light they have shed on obscure periods of ancient India, they deserve all praise. Much has been done by the combined and well-directed efforts of learned societies in Europe and Asia. Periodicals solely devoted to the discussion of oriental subjects are published. Oriental congresses patronized by the sovereigns of Europe are held and the results of patient researches brought together. In India, an enlightened Government has instituted a separate department for the deciphering of inscriptions and coins and has made arrangements for the redemption of rare manuscripts from the ravages of white ants. Surely it is time that we, too, should bestir ourselves and contribute our humble mite for the cause of our sacred literature. Let us disabuse ourselves of the idea that we cannot do much. Sanskrit was once the language of our country. In our everyday talk we use about as many Sanskrit words as vernacular. We have greater facilities than Europeans for a study of Sanskrit. We are better fitted for the task by reason of our inherited aptitude for the language. If Europeans who have never seen the birthplace of Sanskrit, who have never heard the tongue spoken, can do so much with their second-hand and often imperfect knowledge of the language, it stands to reason that we could turn out some solid work if only we would apply ourselves earnestly to it. Let us also bear in mind that our Pandits are so many living encyclopedias, and that they have at their disposal a mass of valuable but undigested materials which need but be touched with the magic wand of scientific criticism to transmute them into their weight in gold.

II. Wise men see no good in any of the activities of life. Even good and virtuous deeds, religious austerities, actions from which accrues religious merit, all these performed for securing enjoyment in this world or Svarga lead but to sorrow and misery ultimately. Every act done with the aim of attaining some object or reaping some reward, if performed in accordance with the injunctions prescribed in the Scriptures, no doubt results in the accomplishment of the particular end. A man accordingly goes through the prescribed rite and secures a place in Svarga. But after the period of blissful existence in that world allotted to him in reward of the sacrifice expires, he has once more to come on earth and toil again. Or say that in virtue of certain good deeds done in former life a man now finds his lot fallen in pleasant lines :—health, wealth, agreeable surroundings, all things that go to make life on earth a blessing and a joy. Is it even then a wise bargain? Even in the very enjoyment they leave a bitter taste. All mundane happiness is imperfect and inextricably blended with misery. *

III. That body and soul are antagonistic can hardly be doubted. The Greek Philosophers were well aware that the body may become too much for the soul, obscuring the rational and quickening the animal desires. Even when the passions of the flesh do not degenerate into actual excess, they are apt to dissipate and weaken the powers of the mind. Hence we find from very early times and in almost all parts of the world a tendency on the part of profound thinkers to subdue the flesh in order to free the spirit. Nor can we doubt the concurrent testimony of so many authorities that by abstinence from food, drink, and other sensual enjoyments, the energies of the spirit are strengthened. This is particularly the case with that spiritual energy which is occupied with religion.

IV. 1. Peace, Peace ! he is not dead, he doth not sleep !
 He hath awakened from the dream of life.
 'Tis we who, lost in stormy visions, keep
 With phantoms an unprofitable strife,
 And in mad trance strike with our spirit's knife
 Invulnerable nothings. We decay
 Like corpses in a charnel ; fear and grief
 Convulse us and consume us day by day,
 And cold hopes swarm like worms within our living clay.

2. He has outsoared the shadow of our night.
 Envy and calumny and hate and pain,
 And that unrest which men miscall delight,
 Can touch him not and torture not again.
 From the contagion of the world's slow stain
 He is secure ; and now can never mourn
 A heart grown cold, a head grown grey in vain—
 Nor, when the spirit's self has ceased to burn,
 With sparkless ashes load an unlamented urn.

(Shelley—*On the death of Adonais.*)

FRIDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.
 TRANSLATION FROM SELECTED LANGUAGE.

Translate into English :—

I. 1. சேற்றக யாரையுங் தேராது தேர்ந்தபிற்
 கேறுக தேறும் பொருள்.
 துறப்பார்மற் றப்புர வில்லா ருற்பால
 ஜூட்டா கழியு மெனின்.
 அட்ட மிவறி யிசைவேண்டா வாடாவ
 தோற்ற நிலக்குப் பொறை.

2. வாழ்ந்தார்கள் வாழ்ந்தது மாமணை மொக்குளின் மாய்
[ந்துமாய்க்
தாழ்ந்தாரென்றலா என்றுமுதலின்றி ருதியாய்
வாழ்ந்தார்கள் வாழ்ந்தே நிற்பரென்பதில்லை நிற்குறில்
ஆழ்ந்தார் கடற்பள்ளி யண்ணலடிய வராயிடே.
3. உற்றதை யுணருமூட ஒயிர்வாழ்வுழி
மற்றைய வடம்பே மன்னுயிர் நீங்கிடிற்
நடிந்தெரியுட்டினுங் தானுணராதெனி
ஞுடம்பிடைப்போனதொன் றுண்டெனவண் : நீ
போனார் தமக்கோர் புக்கிலுண்டென்ப
தியானே வல்லேன் யாவரு முணர்குவ
ருடம்பீண்டொழிய வுயிர்பலகாவதங்
கடந்துசேட்சேறல் கணவினுங்காண்குவை
யாங்களம் போகி யவ்வுயிர் செய்விழை
சூண்ட யாக்கையிற் புகுவது தெனிசீ.
4. அறிவு மறிவானு மறியா மலைபு
முறியிற் றடையே தவர்க்குப்-பிரிவாரோ
வாகாயஞ் சூறைகொளி லஞ்சி யடிக்களைக்குட்
போகாது போலாம் பொருள்.
5. தெனிரைத்துயர் மொய்வரைச் சென்னியின்
மேனிரைத்து விசம்புற வெள்ளி வெண்
கோனிரைத்தன போற்கொழுங் தாஸ்ரகள்
வானிரைத்து மணக்கு சொரிந்தவே.
- II. 1. வித்தின்றிவிளைவதொன்றில்லைவந்தநின்
பித்தின்றியுணர்தியேலளவைப்பெய்தனன்
உய்த்தொன்று மொழிவின்றி யுணர்தற்பாற்றெனுக்
கைத்தொன்றுரெல்லியின்கனியிற்காண்டியால்.
2. விஸிவார்விஸிவதுதிவிளைவிழைவாருழையன்றே
களியாலிவனயர்கின்றனவுளவோகனலுமிழும்
ஒளிவாய்மழுவுடையாய்பொரவுரியாரிடையல்லால்
எனியாரிடைவெயார்வல்லியென்னாகுவதென்றான்.
3. பிறங்கிறந்துபோய்ப்பெறுவதுமிழப்பதும்புகழேல்
கிறங்கிறம்பினுங்கியாய்மேதிறம்பினுகெறியின்
கிறங்கிறம்பினுஞ்செய்தவங்கிறம்பினுஞ்செய்கிர்தீர்
மறங்கிறம்பினும்வரன்முறைகிறம்புதல்வழக்கோ.

III. அரசனுவான் மேற்கூறிப்போந்த இலக்கணமுடைய அவையினுப்பன் சபாங்கங்களோடு மேவியிருந்து சினமும் உலோபமும் பகையும் அழுக்காறும் நீங்கினவுமைய் அறநூலையும் அறநூற்குட்பட்டதும் இராஜ்நிதியை யுணர்த்துவதுமான பொருளாலையுங் தழுவி விவகார விசாரணை செய்க. அறநூலாவன ஒழுக்கம் வழக்கு தண்டம் என்னும் மூன்றினையும் உணர்த்து கின்ற வேதம் வேதாங்கம் மிருதி நியாயதால் முதலியனவாம். பொருளாலை பொருத்தல் போர் போர்க்குச் செல்லுதல் இருக்கை பிரித்தல் கட்பு என்னும் அறுவகைக் குணங்களையும், பிரசுசத்தி மந்திரசத்தி உச்சாகசத்தி என்னும் மூவகைச் சத்தி களையும், இவற்றினைப் பிரயோகித்தலையும், சாம பேத தான தண்ட மென்னும் நால்வகை உபாயங்களில் ஒவ்வொன்றையேனும் அவைகளி வெல்லாவற்றையேனும், காரியப்பெருமை நோக்கிப் பிரயோகித்தலையும்; அதிகாரிகளை நியமித்தலையும் இன்னுர் பகவலரென்பதையும் உணர்த்துகின்ற நாலாம். அறநூல் பொருளாலைரண்டிம் ஒன்றேடொன்று மாறுபடாத வழி அவ்விரண்டும் தழுவத்தக்கனவாம். மாறுபட்ட விடத்து அறநூலே தழுவத்தக்கது. ஒரு விவகாரத்தில் ஒருவனுக்கு வெற்றியை நிச்சயிக்குப்போது, பொருளாலை ஒருதலையாகக் கூறிய கட்புப்பயனை எண்ணி வெற்றி நிச்சயஞ்செய்வது அறநூலோடு மூரண்படும். அறநூலிற்கூறி யாங்கு வெற்றியை நிச்சயஞ்செய்தால் கட்புப் பயன் கெடுவதாகும். இங்ஙனம் நேர்ந்துழி பொருளால்பயனை எண்ணுமல் அறநூலை ஒட்டியே நிச்சயஞ்செய்க, பொருளாலைனும் அறநூல் வலியுடைத்தாகவின். அறநூலாள்ளும் ஒரு பொருட்டிறத்தில் இரண்டிலே சென்று வசனம் ஒக்கேடொன்று மாறுபடுமெனவில் யுத்திக்கு ஒத்திருக்கும் வசனமே வலிபுடையது. யுத்தியாவது காரணத்தையும் பிரயோகணத்தையும் ஆலோசிப்பதாகிய பெரியோர் வழக்கமாம். பலபொருளைக் குறித்த அபியோகத்தில் சாதனங்களினால் சோதிக்கப்பட்ட பொருளெல்லாவோ அவ்வளவே கிடைக்கும்பென்றுரைத்த காத்தியாயன வசனத்துக்கும் அவ்வபியோகத்திற்குனே சாதனங்களினால் ஏகதேசன் சாதிக்கப்பட்டாலும் அபியோகப் பொருளெல்லாவற்றையும் கொடுப்பிக்கவேண்டுமென்ற யாஞ்ஜூவற்கிய வசனத்துக்கும் மாற்றப்பட நேர்த்திருத்தலான் அன்னேரண்ணதில் யுத்தியினுலே யுகித்துக் காரியத்தின் வலியையும் வலியின்மையையும் அறிந்து தரும் விரோதமுறை மல் நிச்சயஞ்செய்க.

FRIDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.
TRANSLATION FROM SELECTED LANGUAGE.

I. Translate into your second language:—1. Akbar must have been no ordinary man who, thus virtually making himself master of Hindustan—for he can scarcely be said to have inherited it—so fashioned his own conduct, so impressed his ideas upon those about him, that he brought it to the pitch of excellence we have described, so greatly, so far greatly, in advance of his European contemporaries. In reading the account of the results of his administration, and in perusing those Institutes inspired by his spirit and genius, it is impossible for us not to give our full and free consent to the opinion already referred to, nor to say, 'not India only, but every country in the world, should be ruled on the principles of Akbar.' And yet we are forced to admit that the vast fabric which he raised, beautiful in so many points, possessing in itself such varied perfections, wonderful if we regard it, as we ought, as the work of a despotic sovereign three hundred years ago, contained nevertheless within itself the certain germ of failure. We allude not to the vast extent of empire. Adding immensely as this did, especially in that rude age, to the difficulty of the ruler, it was not the fatal worm which gnawed at the very root of the mighty fabric. If we admit that the principles of Akbar were based on the soundest ideas of humanity and justice; that he did, indeed, insure the happiness of his subjects; that he encouraged institutions which, if persisted in, would have roused their better instincts, we must still admit that there was one thing wanting, and that the want was fatal as well to the excellence as to the success of the system. The fault was this—that he himself was the keystone of the arch which he had raised. Take away the keystone, and all the materials, rich and valuable as they were, lost at once their coherent power. The weak point of the system, in fact, was this—that everything centred in Akbar; that though so long as he survived to control and carry it out it succeeded admirably, it was liable to succumb and fall with his demise. In a word, it was not in the power of this Akbar to decree that he should be succeeded by a second Akbar—by a man equal to himself in liberality, in love of justice, in the power of influencing his fellow-men. Granting that his principles were the principles which the governing power in Hindustan ought always to follow, yet his system provided no security that they would be carried out by his successors. His subjects, in fact, possessed no guarantee, no certainty of belief, that on his death oppression would not take the place of justice or that liberality and order would not be displaced by bigotry and misrule. It was, as we have said, a system that centred in and was bound up in the life of Akbar.

2. There beneath

A plain blue stone, a gentle dalesman lies,
From whom in early childhood was withdrawn
The precious gift of hearing. He grew up
From year to year in loneliness of soul;

And this deep mountain valley was to him
 Soundless, with all its streams. The bird of dawn
 Did never rouse this cottager from sleep
 With startling summons; not for his delight.
 The vernal cuckoo shouted; not for him
 Murmured the labouring bee. When stormy winds
 Were working the broad bosom of the lake
 Into a thousand thousand sparkling waves,
 Rocking the trees, or driving cloud on cloud
 Along the sharp edge of yon lofty crags,
 The agitated scene before his eye
 Was silent as a picture: evermore
 Were all things silent, wheresoe'er he moved.
 Yet, by the solace of his own pure thoughts
 Upheld, he duteously pursued the round
 Of rural labours.....

FRIDAY, 23RD JANUARY, 2 TO 5 P.M.
 TRANSLATION FROM SELECTED LANGUAGE.

I. Translate into your selected language:—

- There needs no other proof that happiness is the most wholesome moral atmosphere, and that in which the immortality of man is destined ultimately to thrive, than the elevation of soul, the religious aspiration, which attends the first assurance, the first sober certainty of true love. There is much of this religious aspiration amidst all warmth of virtuous affections. There is a vivid love of God in the child that lays its cheek against the cheek of its mother, and clasps its arms about her neck. God is thanked—perhaps unconsciously—for the brightness of his earth, on summer evenings, when a brother and sister, who have long been parted, pour out their heart-stores to each other, and feel their course of thought brightening as it runs. When the aged parent hears of the honours his children have won, or looks round upon their innocent faces as the glory of his decline, his mind reverts to Him who in them prescribed the purpose of his life, and bestowed its grace. But religious as is the mood of every good affection, none is so devotional as that of love, especially so called. The soul is then the very temple of adoration, of faith, of holy purity, of heroism, of charity. At such a moment the human creature shoots up into the angel; there is nothing on earth too defiled for its charity—nothing in hell too appalling for its heroism—nothing in heaven too glorious for its sympathy. Strengthened, sustained, vivified by that most mysterious power, union with another spirit, it feels itself set well forth on the way of victory over evil, sent out conquering and to conquer. There is no other such crisis in human life. The philosopher may experience uncontrollable agitation in verifying his principle of balancing systems of worlds, feeling, perhaps, as if he actually saw

the creative hand in the act of sending the planets forth on their everlasting way; but this philosopher, solitary seraph as he may be regarded amidst a myriad of men, knows at such a moment no emotions so divine as those of the spirit becoming conscious that it is beloved—be it the peasant girl in the meadow, or the daughter of the sage reposing in her father's confidence, or the artisan besides his loom, or the man of letters musing by his fireside. The warrior about to strike the decisive blow for the liberties of a nation, however impressed with the solemnity of the hour, is not in a state of such lofty resolution as those who, by joining hearts, are laying their joint hands on the whole wide realm of futurity for their own. The statesman who, in the moment of success, feels that an entire class of social sins and woes is annihilated by his hand, is not conscious of so holy and so intimate a thankfulness as they who are aware that their redemption is come in the presence of a new and sovereign affection. And these are many—they are in all corners of every land. The statesman is the leader of a nation, the warrior is the grace of an age, the philosopher is the birth of a thousand years; but the lover, where is he not? Wherever parents look round upon their children, there he has been; wherever children, are at play together, there he will soon be; wherever there are roofs under which men dwell, wherever there is an atmosphere vibrating with human voices, there is the lover and there is his lofty worship going on, unspeakable, but revealed in the brightness of the eye, the majesty of the presence, and the high temper of the discourse.

2. Life is not as idle ore,

But iron dug from central gloom,
And heated hot with burning fears,
And dipt in baths of hissing tears,
And batter'd with the shocks of doom
To shape and use.

3. Call it not chance the link that binds men's hearts

But Heaven's sacred gift to sweeten life.
It is the hand divine that guides man's life
From the inception to the very end;
Nay more, sees even after that life's end,
Its own appointed destiny is reached,
To take fresh shape, its course to run anew,
And reap what it had sown before, for take
The tree, its fruit but falls to reach its base.
The calf his mother easily doth find
Amidst a thousand cows, to suck the milk;
And all our deeds do likewise follow us
E'en after death, and they are not our own,
But pre-ordained laws, that must perforce
Be anywise fulfilled, and He alone
It is that sees their strict fulfilment here.

FRIDAY, 23RD JANUARY, 10 A.M. TO 1 P.M.
TRANSLATION FROM SELECTED LANGUAGE.

Translate into English :—

1. సాఁ చేసై రిపు డెల భాస్కరులు భాస్కరాధపుత్రా! వసం ధరయందొక్కడుమంత్రియయైనిసుకొండ్రామయామాత్యభాస్కరుడిఁ యో నయిన్క సహస్రకరశాఖ లై వ వే యున్న చేతిరమైదాంసునేయువోరిపులపేతిస్వేయువోప్రాయువోక్క.
2. సింగం బూడటిలో గుహాంతరమునం డేట్రాటుమై నుండి మాతంగస్తుజితయోధదర్శనముద్వత్తిలో స్కథమై పచ్చనో జం గాంతారథివాసభిన్నమతి నస్తితేసనవై వీఁడే వచ్చేం గుంతిసుతమధ్వమందు సమరస్తేమాభీరామాకృతిక్క.
3. స్వరూపరుణాంశురాగరుచిఁ బొంపిరి వోయి నిరస్తసీరదా వరణములై దళత్రమలవైభవజ్ఞంభణ ముల్లసిల్ల ను ద్వురతరహంసారసమధుప్రతినిస్వనము లైలంగఁగాఁ గరము వెలింగ వాసరముఖంబులు కారదవేళు జూడుఁగుక్క.
4. తృష్ణాతంతునిబిభద్బుద్ధు లగురాధేయాదులం గూడి శ్రీకృష్ణం గేవలమ్ముగ్గుఁగాఁ దలఁచి మద్దింపంగ నుత్సాహావరిషుం డయ్యై సుచోధనుం డకట ధాత్రీనాథ యూహింపును యుష్టిషుంబును గట్ట పచ్చనే మచ్చవ్యాధిలో గ్రహండాలముక్క.
5. ఎతుఁగరు గాక లౌకమున సెవ్వో కైనను మేలు నేయఁగా నోఱ పగునాశ్రమంబున సమున్నత మైనగ్గుహాస్థధర్మ ముంబఱగడ వైచి గోఁచి గొని పాత్రినటాల్కు ముక్కి కలునే పణిగల సేతినం గొలుచు పాతటికిం గలచే తలంపఁగుక్క.
6. ఎందులకుం జనించితి మత్తేమి యొనర్చుచు నుంటే వీఁజగంబందు నహింస రొల్లెడల వ్యాప్త మేంచున్నము రాజ్యపాలనంబందును నిట్టిసొఖ్యములయందును మున్సక వ్యధమైనవేడ్కుం ద్విగఁ ద్రావి వైళ ముపకారము లౌకులక్కం భాన్యము.

7. మేడియు సీరముణ్ణ భుజముమిద భరించుచుఁ బోతు సెద్దులో
గూడుగఁ గాఁడిఁ బూన్ని మునికోల కరంబునఁ బట్టి పగ్గపుం
ప్రదామను మొకు వాతైనయుఁ దాలిచి ముందట వెన్నుఁ జూంగువే
లాడుగఁ గాఁసె కట్టుకొని యక్కుటిలాత్త కుఁ డేగఁ జేనికిఁ.
8. రామక్కు వసుదానతోయతటిసీప్రాతంబు కల్గోలిసీ
స్వామిం తెండ యశంబు మేఘములఁ బర్వుం గల్లు ప్ర్హాశక
త్పుమానాధికరణ్యలభీ కచటం జ్ఞకాయుధుం డోందు సి
ద్రామద్రామగతప్రజోధములఁ జీతం బేక కాలంబునఁ.
9. తొంగలిశువ్వుఁడేనియులఁ దూఁశొని మత్తిలి తుమ్మెదల్ పయ్యు
బొంగుచు ప్రాల నొపైనగఁ బూచినపొన్నుఁ గడంగికాంచిముణ్ణ
మ్రుంగినయావిసంబు వెస మిఁడికిఁ చిచ్చిలు వేడికంటి యూ
జంగ మటంచు ప్రొక్కు నొకచాన నెలంతలు చూచి నవ్వుగఁ.
10. చినుకు పూసల నొన్నెనచిత్తరపుదండ
డండాలు గల వేల్న తపసికాండ
కొండాటములను జీక్కులు పన్నుజపదారి
దారిగట్టులగాయు చీచుటులుగు
11. అలుగుడింతకి వెన్నుఁ డిలకుఁ డెచ్చినచెటు
చెటు గట్టుగఁ జేయు చెలువతోదు
తోదుచేడల నేలునొరకును దోబుటు
పుట్ట లిబ్బుల తైనిపొందుగఁదు
గాడు పూర్విని గాంచిన కన్న తల్లి
తల్లిలిష్టలఁ బెండ్లాడు గొల్లమనికి
మనికితము దీస్సు విలుకానిఁ జెకువిందు
విందు నీక్కిత్త నరసింహవిభునిక్కుట్ట.
12. వంచవిలాసము తావి ముకుందవిలాసము సదా ముకుంవవిలాసా
చిందువిలాసమును సుధాచిందువిలాసము హాసించుఁచేశలఫణితిఁ.
13. సర్వద్రష్ట మైనయాళ్వురుని కటూతువిశేషంబున సృజియింపఁ
బడి ప్రేపుండువై సృజ్యందైన ప్రపంచంబు సృజించుందుడు,

నిర్వహిండైన యాశ్వరునివలన రజస్పుత్త్రవ్వత మోగుణబులు ప్రభూ తంబులై యుత్పత్తి సితిలయంబులకు బూలుపడి కార్యకారణకర్తవ్య భావంబులందు ద్రవ్యంబులైనమహాభూతంబులు జూసమూర్తి లయిన దేవతలు క్రియారూపంబు లయిన యింద్రియంబులు నాశ్రమంబులుగా నిత్యముక్కుఁడు యుద్ధమున్నిత్తుం డైవీష్మని బంధించి జీవులకు నావరణంబు లయినమహాధిభూతంబు లయినమాడులింగంబులు చేసి పరులకు లక్షీతంబు గాక తనకు లక్షీతం బైనతత్త్వంబు గల యాశ్వరుం డివ్యిధంబునం గ్రిడించు చుండు.

18. సాంఘ్యయోగముక్కులును బహిర్దర్శనులును నిశ్చయరహితులు నయికేనియు నస్తిదీయతత్త్వంబు గాన సేరరు. అవిహితవిమోహపంక మగ్గు లగువారికి నపవాసంబుల నియమంబుల ప్రతంబులను సెఱుంగ శక్యంబు గాదు. ఏ కాంలికథ్యానపరులకు సెఱుఁగుట గలుగు. రజస్పు మోదూషితంబు గాక కేవలసత్త్వధిష్టితం బైర్జునంబున నస్తిపలఁచిచు నది. సూత్స్కరణి వాసుదేవాదినామంయులం జతుర్విధంబుల విభక్తుండై ప్రాణులయందు అత్యుభుధ్యహంకారమనోరూపవ్యాపకత్వం బు నొఁది యుండుదు. ఇఁది మవీయశ్శులప్రకారంబు మత్పు యఱండవై మత్పువ్యాపవేది వగుము.

FRIDAY, 23RD JANUARY, 2 TO 5 P.M.

TRANSLATION FROM SELECTED LANGUAGE.

Translate into English :—

1. శాణిశ్శుములిన్నార్తణంలై యణ్ణువిశోచసత్కారిట్ట
కోణిశ్శుములాణమామెర్కుణ్ణిశ్శుములానింక్కింఱ
తూణిశ్శుములాణముణ్ణెచొణ్ణెచొణ్ణెలిశ్శు ములాని త
[ణంలై
కాణ్ణుత్తివిరావిలెనాణ్ణునాన్ణెరెనక్కనాకణ్ణె చొణ్ణె

2. పాపుత్తిణింమాతవణ్ణపిణ్ణెనెణ్ణెరుమండ ణ్ణింత్తిలవణిగ్రంత్తాణ్ణ
ముమ్ముత్తిమెణ్ణుత్తుపాంత్తిరక్తిమ్మివార్తమ్ముకత్తాళ
ఎట్టుత్తిణ్ణెట్టియవిణ్ణికితమిరైమకర్తికేరథ్త
ఉత్తాముతకయిణ్ణింసపాంత్తిరణ్ణముణ్ణనిణ్ణె చొణ్ణెలుమ.

உறத்தகும்மரசிராமந்தென்றுவக்கின்றமன்றைக்
துறக்கிசீயலூன்சொற்குமின்குலத்தொல்லோர்
மறத்தல்செய்கிலாத்தாரமச்சைதமறப்பதும்வழக்கன்.
நறத்தினோடுங்கினீக்கொடிதெனலாவதொன்றியாதே.
புரைசைமாக்கரினிருபர்க்கும்புறத்துறைவோர்க்கும்
உரைசெய்யங்கிரச்கிழவர்க்குழனிவர்க்குழுள்ளம்
முரைசமார்ப்பங்குமுதன்மணி புதல்வளை முறையால்
அரைசனுக்கிப்பின்னட்டுறத்தடித்ததுபுரிவாய்:

3. தாழ்ந்தோருயர்வரென்று மிகவுயர்ந்தோர் தாழ்வரென்
[றுமறஞ்]
குழ்ந்தோருரைக்குமுறைகண்டாம் தில்குழ்கிடங்த
தாழ்ந்தோரனந்தன்மணிமுடி மேனின்றன்றயர்ந்ததட
[தொல்லசழி]
குழ்ந்தோர்வரையினுதிப்பவன் ரூட்கீழ்க்கின்றதுபோய்
[வரையைக்]
குழ்ந்தோர்வரையினுதிப்பவன் ரூட்கீழ்க்கின்றதுபோய்
[ச்சுழையிலே].

4. உலகுதன்னைப்படைத்தியுள்ளொடுக்கிவைத்திமீண்
உலகுதன்னூலேபிறக்கியோரிடத்தையல்லையா
உலகுகின்னெலெடான்றினிற்கவேறானிற்றியாதலா
உலகுகின்னைபுள்ளகுழல்யாவருள்ளவல்லரே.

5. சுழன்றுமேர்ப்பின்துலகமதனை
ஊழங்துமூழவேதலை.

6. இன்னூசெய்தாரையொறுத்தலவர்நானை
நன்னயங்குசெய்துவிடல்.

7. அற்றேமென்றல்லற்படுபவோபெற்றேயென்
கேம்புதறேற்றஞ்சுதவர்.

8. இந்நால் ஏறக்குறைய இப்பொழுது எஞ்சி நிற்கும்
இலக்கியங்கள் எல்லாவற்றினும் முற்பட்டதாகக் காண்கின்றது.
எவ்வளமாயினும், இகற்கு முன்னே இங்கேரண்ண நால் தமிழில் இருங்கதாகக் கண்டதுமில்லை, கேட்டதுமில்லை. வடமொழியில் உள்ள மிருதிகளும் சமயச்சார்புடனே ஸியாயப் பிரமாணங்களை அவ்வக்காலத்துக் கேற்றபடி கூறிய நால்களாயின. நாம் கண்ட கேட்ட பிறதேயங்களில் இவ்வகையான நால் யாதொன்றும் இருப்பதாக இதுகாறுங் கேட்டிலோம். ஆகவே இஃது இனையில்லாத நாலாயிற்று, - நாற்பாகுபாடுகளும்-நாற் போக்கும்-நாற்வியபொருளுட்ட-நமதாசிரியர் தமது கஸ்விகேள்வி

எவினாற்றலால் தாமே தமது புந்தியில் புதுவதாகக் கூர்ந்துய்த் தறிந் துரைத்தனவாதவின், இவ்வாசிரியரும் இணையில்லாதவராயினார்.

“ஆரியமுன் செந்தமிழு மாராய்த் திதனினிது
சீரிய தென்ஜென்றைச் செப்பரிதால்—ஆரியம்
வேத முடைத்துத் தமிழ்திரு வள்ளுவனூர்
ஒது குற்ட்பா வடைத்து.”

என்றுறைத்தார் இருமொழியிலும் வல்லராக எண்ணப்பட்ட கடைச் சங்கத்தினர். “என்னி னுயர்வுறும் இனித் தமிழ் மொழியென, முன்னுறு பெருவடமொழியமுக் காற்ற” என்றனர் பிற்பட்டவர்கள்.

வள்ளுவனூர் ஒவ்வோருதிகாரச்சையும் பப்பத்துக் குறளாகக் கூறுவதென்று வரையறத்துக்கொண்டதில் இரண்டு விதமான இடர்ப்பாடுகள்டு. அதிகாரப்பட்ட பொருள் பத்துக் குறட்குக் குறைவதாயின் கூறியதூருதல்-மற்றென்று விரித்தல், மிகைபடக்கூறல் முதலான குற்றங்களுக்கு இடமுண்டாகும். அதிகாரப்பட்ட பொருள் பத்துக் குறளின் மிகுவதாயின், குன்றக்கூறல் முதலான குற்றங்களுக் கிடமுண்டாகும்: அன்றியும் விதிமுகத்தானும் மறைமுகத்தானும் பல அதிகாரங்கூற வேண்டுவதுமாகும். கடவுள் வாழ்த்து அதிகாரப்பட்ட விடத்தில் நீவாழ்வார் இன்னார் என்பது இரண்டு குறளால் உணர்த்தினார். அவ்விரண்டு குறளையும் ஒன்றாக இணைத்திருக்கலாம். “அறவாழி யங்கணன்றான் சேர்ந்தார்க் கல்லாற், பிறவாழி நீங்தலரிது” என்ற குறளையும் “பிறவிப் பெருங்கட னீங்துவார் நீங்தார், இறைவனடி சேராதார்” என்ற குறளையும் ஒரு முடிபாக முடிப்பது நன்றாகும். இல்லாழ்க்கை அதிகாரப்பட்ட இடத்தில், துறவுற்றினும் இல்லறம் ஏற்றமுடையது என்பதற்கு, “அறத்தாற்றினில் வாழ்க்கை யாற்றிற் புறத்தாற்றிப், போடுய்ப் பெறுவதென்” என்றும், “இயல்பினு னில்வாழ்க்கை வாழ்பவ னென்பான், முயல்வாரு னெல்லாந்தலை” என்றும், “ஆற்றினே முக்கியறணிமுக்கா வில்வாழ்க்கை, நோற்பாரி ஞேன்மையுடைத்து” என்றும் மூன்று குறள் கூறினார். கட்பு அதிகாரப்பட்ட விடத்தில் கூறுவேண்டுவனவெல்லாம் ஓரதிகாரத்தில் அடங்காமையால், அதனைப் பலவுதிகாரங்களாக வகுக்குத்துக்கொண்டார். மெதாசிஸ்யர் இந்நாலை வெள்பாக்களாற் கூருது குறட்பாக்களாற்குறிய எடுத்துக்கொண்டதாலும், சுருங்கச்சொல்லவினாங்கவைத்தல்-ஈவின்கோர்க்கினிமை - கன்மொழிபுணர்த்தல்

முதலான அழகுகள் “இந்தாலில் இனிதாக அடைவனவாயின். ஆயினும் குறட்பாவாற் கூறுவதால் குறைவான்று குறக்கிட விண்றது. அதுதான் யாதோவெனின் :—அதிகாரப்பட்ட விஷயங்களை இன்னதிதுவென ஒரு முடிபால் விளக்குவது விரைவுக்கைவத்தலாக இருக்கும். அங்கும் முடிபொன்றால் முடி த்துக்கூற் முடியாதவாறு, அதிகாரப்பட்ட பொருள் விரிவதாயின், அதனை ஒரு குறட்பாவில் விளங்கவைப்பது இயலாது. அமைச்ச-தாது-அரண்-நட்பு என்றாற்போல்வனவற்றை விளக்குகின்றபீ, இங்குறை எல்லார்க்கும் இனிது விளங்கும். ஒவ்வொருதிகாரத்தையும் பப்பத்துக் குறட்பாவாகக் கூறுவதனாலும் இந்தாலைக் குறளாற் கூறிய எடுத்துக் கொண்டதனாலும் எழுகின்ற இடர்ப்பாகெளன்றி, இந்தாலில் வழூச்சொற் புணர்த்தல், பயங்கவைத்தல், வெற்றெனத்தொடுத்தல், சென்றுதேயங்கிறுதல் நின்று பயணிஸ்மை முதலான குற்றங்கள், பல முறை சேழித் துருவிப்பார்த்தவிடத்தும், காணப்படுவவல்ல.

FRIDAY, 28TH JANUARY, 2 TO 5 P.M.
TRANSLATION FROM SELECTED LANGUAGE.

Translate into English:—

1. ఇవిహోళానిందిదోషాదంగస్క్షుదరే తొడిదబువన్ను దంతువగంనో |
దిదచణిల్లగట్టితెల్లప్పుర్దసలగియం తఱ్మఖపించుఉండేకోండి |
దిదబుయోక్కరందింటేవిదతనిగెనె వాలంతేసేపణట్టు నిన్ను |
గృధదేశబ్జాభుయీయింతణ్ణునేతణ్ణెయుదేలోకత్రయుణయంద్రునాథా |
 2. కాడుకేయున్నట్టుదనికియుం సుభంస్కుసంగురుకొంతాఎరపుం |
కాడిచుంత్రుతచిఱ్మనస్యేసువిచితం బ్రిపాచితత్త్వంగాళం |
సుధివుంపుంఠనసవేతన్నే విపులసత్రీదోల్చతాపాశదోళా |
తేలడదుంపుంక్తసదేంచ శరంపిరియుస్యేశ్రిమజ్జునాధింశ్శూరా ||
 3. ఉఛుపువబుయీగు ఒకదినసదేవీయున్నదు వుదీసుంతిపణక్కుగేకం |
దుదుదునుఎల్లుక్కుశ్శేగే పూయున్నదు వుంన్ననగుళ్లఫైపణం |
ప్రేదుదులజ్జు పొఱితుతాళ్లాతర కేలోణదబుందియుల్లికాలు |
కేలోదుదువాదింపదేదన్నిసిరియుం గురువులాత్రికంకరూ ||

4. ಕೇಂಡಿಳಿಂಬ್ರೋಪ್ರೆಟ್ ದುದಂತುಮಲ್ಲದ ರಚನೆಲ್ಲೀಧವೆಂತುಂಜಡು ।
ವಸಭಂಡಿಂಬಿಂಬಿಂಬಿರದಂಡಂ ಮತ್ತೆಸುತ್ತಬ್ಲ್ಯಾಡ್ ಮಂ ।
ಬಿಸುಟ್ತತ್ವಾತ್ಮಕ ಮಿಂತುಟೆಂದು ಪಿರಿದುಂಸಂತೋಷದಿಂತಾಣಿಂಬಿಂ ।
ದುಸಮಂತರೆನವೆನಸೌರಭದವೇಲ್ ಬ್ರಿಹಾಗ್ರದೇಶ್ ರುಪ್ರಸು ॥
5. ಪರಮಾಲಿಕ್ ಕರ್ಲಿರಪ್ಪೆಂಟ್ ಜನಿತಾನ್ತರ್ವ್ಯಾಪಿಟ್ ಕೈವಲ್ಯಾಂಜೋ ।
ಧರಮಾಪಾರ್ಶ್ವಕ್ತಿಕಹಾರಯಾಪಿಟ್ ಕವಿತಾವಲ್ಲಿಸುಧಾವ್ಯಾಪಿಟ್ ಸ ।
ವೆರಸೇಲೆತ್ತಾದನವಿನಸ್ಸ್ಪ್ರೆಪಿಟ್ ಬುಧಾರ್ಪಾಂಕ್ರಿಪಿಟ್ ಸಾಂಗಸುಂ ।
ದರಿವಿಧಾನಪ್ರೇನಾಟ್ಕಂನಲ್ಗೆ ಮತ್ತಾವ್ಯಾಸ್ಥಾ ಸ್ಥಿರೆರಂಗದೊಳ್ಳೋ ॥
6. ಎಳೆದಳರಂತೆನೆಮುಕರಸಕೊಂಬುಗಳೊಳ್ಳಾನವಧಾತುನಿರ್ಧಿಂಬಂ ।
ಗಳ್ಪ್ರಾನಲಂತೆಶೈಲಿಪರಂಗಳೊಳ್ಳು ಜ್ಞಾನಿಲಮಪ್ಪಮಾಣಿಕಂ ।
ಗಳ್ಪುಣಿಪರ್ವಿದಂತಿಸುರಕ್ಷಾಟ್ ಕನಕತ್ತಳ್ಶಂಗಳೊಳ್ಳಾತ್ತಳ್ ।
ತ್ತಳಿಸಿದುವಿಧಮನ್ನಿಪಿತ್ತಮಂಡಲ ಉಂಡಕರಾಂಕುಂಜಾಲಕಂ ॥
7. ಈ ಮಾತಾನುಭಾವನೆಂಬೆವಿಡಿದೆವಂಗೊಳ್ಳೆ ಲೀಯು ವೇಳಜನಾಡಿ
ಗನು ಮಾರಿದೊಂಡಂ ಕಮದಮಾವಿಗುಣ್ವೈಕುಶ್ರಯನಾಗಿದೇರಂಡ ಮಿವ
ನೊಡಲಿಂಬಿಡಿದ ಕಡೆವೊಗರಸೆಕೆಳ್ಳಿದಿಂ ಗಳ್ಳಿನೊಡಲಂ ನುಡಿಸಲು
ಮಸದಳಮಾಗಿಪ್ರಾದು. ತಮ್ಮ ಸಂಬಂಧಿಂದವೇ ಹೆಂರಂ ಬಿಸವಟಿಸಿ
ಯಾತ್ರಾಪ್ರಗಿಡಿಪ್ರದ ಸೂಜಮಾದ ದುಗುಂಬಂಗಳು ಮಿವನತ್ತಳೀಂ ತಂತ
ವ್ಯಾ ಕಡೆಪಂ ಕಳೆದು ಸದ್ಗುಣಂಗಳೀನಿಕುಂ. ಅದೆಂತೆನ :—ಕಾಮ
ಮುಮಲ್ಪಂಗಳುಮಣಿರಂಗಳುಮೆನಿಸುವೈಹಿಕಾಮುಂಪಿಲ್ಕ ಫಲಭೂಗೆ
ವಿಮುಂಬಿಮಾಗಿ ಭಗವದ್ಗಾಣಿಸುಭವ ವಿಪಯಮೆನಿಸಿ ಭಕ್ತಿ ಯೆನಿಪ್ರದು;
ಕೆಲ್ಕುಂಧಮುಂ ಜ್ಞಾತಿಸಾಮೆಂತಾದಿಗಳುನುಱರಿದಂತಬಾರ್ಕ್ ಕರ್ಜಂ
ಗಳೇಲಳೀಲ್ಕಂಗುವಪ್ರೋಲ್ಲದ ನೆನದಂ ಸಲ್ಲದನಸಿಡಿಸದೆಗಳುಮಂ ವಿಪಯುಂ
ಗೊಂಡು ವೈರಾಗ್ಯಮೆನಿಪ್ರದು; ಲೇಂಭಮುಂ ಧನಧಾನ್ಯದಿಗಳನೆಲ್ಲಗೆ
ಳೆದು ಸದೇಂಘವ್ ಸಂಪ್ರಿತಜನವಿಪಯಮ್ಮಾಗಿ ವಾತ್ಸಲ್ಯಮೆನಿಪ್ರದು;
ವೋಹಮುಂ ಪರಾಪರತ್ವಾಂಗಳನೆಲೆಯಿಂ ಕೆಲಸಾದುಂ ಸ್ವಾಕೀಯಗುಣ
ಗಣ ಮಂತ್ರಾತ್ಮೀ ಮಂ ಪತ್ತಿಪ್ರಾದಂಭಂ ಸೌಕೀಲ್ಯಮೆನಿಪ್ರದು; ಮಂದ
ಮುಂ ವಿದ್ವಾಧನಾಭಿಜಾತ್ವಾದಿಗಳಂದಲ್ಲದೆ ಭಗವದ್ಭೂತವತಕ್ರಾಸಂ.

ಪನ್ನೆವಾಗಿಪ್ರೇರುದೂರಿಂ ಭಂಗವನ್ನುಹಿಮಾಸುಸಂಧಾನವೇನಿಪುಂ; ಮಾತ್ರ ಯುರುಂ ಭಂಗವರ್ವಿಪಯದತ್ತಾಂತಿಂ ಪೆಱತೆನಿಪ ಮಂತ್ರಸೂಧನ ದೇವತಾ ವಿಪಯವಾಗಿಪ್ರೇರುದೂರಿಂ ಸ್ವರೂಪಜ್ಞಾನಾಂತರಗಂತವಾಗಿಪ್ರೇರುದು.

8. ಅತ್ಯಲೀಲಾವರ್ತಿಯೊಂಬ ಪ್ರಿಯಭೇದನದೋಳಾಳುವ ಬೃಜದ್ರಭ ನೆಂಬಿ ಭೂಲಪತಿಯು, ಸಿಕಿಯೋಳಾಗಸವನ್ನು ಮನೆಯುತ್ತಿಹ ಮುಟ್ಟಿವೆಯ ಮಿಸುನಿಕರುಮಾಡದೊಳ್ಳಿರಿವಿತಾಪ್ತ ಸಮಂಕರುತ್ತದೆಗಳಿ, ಸೃತಿಗೀತಗಳನ್ನುಲಿಸುತ್ತ ಕುಳಿರಲ್ಪತ್ತಿಕಮಂತ್ರದಿಂದತ್ತಿ ಮಂಸೋಽರಮಾದ ಮುನಜ ವಿಷಣುವೇಣು ವೇದದಲ್ಲಾದ ವಿವಿಧ ಮೃದುವಾದ್ವರಸ ಸಂಬಂಧ ಘನದಬಲಿಯರತ್ತಾಂತ ಸವಿಯುದ ಗಾನಮಾಸಮಂದಿರದೊಳ್ಳುನ್ನ ಕಿವಿಗಿಷಿಗಿವುಂದಿ ತೆರಳಿದಂತಿರಾಗಿ ಮಾಗ್ರಾವನಿಚೇಂದುಂ ಮಾಡಲಿಳಿಬೆಂಕರ್ಯೋಲು ಗಾನಾಮೃತಸ್ವಾದನಾಸತ್ತಾಗಿ, ಅದ್ವಾರ್ಥಿಂಜನಸವಣಿಗಿಷ್ಟು, ಕರುಂಮಾಡದಂತರಾಳವನ್ನುವಿ ನಿಂದೆ, ಒಂದು ಮಂಜೂರುತ್ವಾಗಾನಸುಂದರುಂ ಸವಿದು, ಪರಮಸಂತುಪ್ಯತೆಯಂಪಡಿದು, ತರುವಾಯು ಕರಿಗಿ ಶೇಳಿಸಿ ಎರದ ರಜತಮಯು ಭಿತ್ತಿಯಿಂ, ಶಾತಕ್ರಂಭಸ್ತಂಭನಿಕರುಂಬಿದಿ, ಭವ್ಯವಜ್ಜ್ರಮಣಿಖಣಿತಮಾದ ಮಿಸುನಿಬೋಧಿಗಳಿಂ, ಪ್ರಪ್ರಾಗದಮಣಿಮಯು ಕೈತ್ತಿರುವತೆಲೆಗಳಿಂ, ಪವಳಿಲಂತಿಯಿಂ ಗ್ರ್ಯಾಡಪಲಗಗಳಗ್ಗಾಲ್ಲಿಂ, ಮರಕತಮಣಿಪ್ರ ಯಂರಾಜಿತ ವಿಷಿಂಕೆಮಿಂ, ನೀಲನಿವಂಸಣಿತ ಸೇಳಪಾನಪಬ್ರಿಯಿಂ, ಸ್ವಂಪಿಕಮಣಿಗಳಿಂ ಬಿಂದುಮಾಗಿರುವ ನೆಲದಿಂದ, ಪಂಡ್ಯಾಗಿವಸುತ್ತಕೆತ್ತಿರುವ ಕರಗಳಿಂ, ಮಂತ್ರಂಗಳಸರಗಳನ್ನು ಮೇಳಿಸಿ ಕಾಟ್ಯಾರುವ ತೌರಣಪ್ರಕರದಿಂದ ವಿಗಣಿತ ಫುಸಮಂಜಪ್ರವರದೀಪಗಳಿಂದ ವಿವಿಧಸ್ವಾದುದಿವ್ಯ ಶಯ್ಯಾಸನಸಕಷಸ್ಯಾಂವ ನವರಾತ್ರಿಂಬಿಸುತ್ತಿರುವಗರು ಪತ್ರಿಗಳ ಫುಸಧೂಮಗಳನ್ನುಗಂಳುತ್ತಿಹ ಕುರುವಿಂದ ಮಂಣಿಖಣಿತ ವಾತಾಧ್ವನಿಕರದಿಂ ಪರಿಮಳಿಂದಕರಡಿಗೆಯುಂತೆ, ಶಿಂಯು ಲೌರಪನೆಯುಂತೆ, ವಿಪಯ ಸೌಖ್ಯಗಳ ಕಣದಂತೆಂಜಿಸುತ್ತಿಹ ತೆಯೆಂಬುನುಪ್ಪರಿಗೆಯುಂ ನೇಂಡಿ ವಿಸ್ತೃತನಾದನು.

9. ಜ್ಯಾನಿಯುದ ಜೀವನ್ನುಕ್ರನು ಪ್ರಾಯಿಕಮಾಗಿಯೊಂತರವರ ಸಕರಾಸ ಮಾಳ್ವಾನಾವಾವಗಣಂಗಳೋಳಿಗೆ ಅಭಿರೂಜಿತೆಲೀಲಾನಂಪಿನೆಯುಂ ಮಿಗೆತೋಪರಿನೆ—ಅಂಬಿಂಸೆ, ಪರೋಪಕಾರ, ಶೌಳ, ತಪಸ್ಸಿ, ಸತ್ಯ,

ಶಾಂತಿ, ದೂಂತೆ, ತಿತ್ಕಿಣಿ, ದಯೆ, ದಾಕ್ಷಿಣ್ಯ, ಮೃದುತ್ವ, ವಿಚ್ಚಿ, ಶೈಲಿ, ವಿವೇಕ, ಪಾರಿಶುಧ್ಯ, ಶ್ರವಣಾದಿಸುಧನ, ದಿನಸ್ತ್ವ, ದೈವಭಕ್ತಿ ಮುಂತಾ ದನುಗಳಂತೋರಿಯೆಂತ ಕವರುಗಳಲ್ಲಿಯುಂ ಪ್ರಯೋಗವಾಗಿಸುಳಿದೆಂದು ಅಪಾಯಂ. ಮತ್ತೆ ಮಾಜೀವನ್ನು ಕ್ರಿಂತಿದ್ದಿಕ್ಕದೇಳಳಿಂ ನಿರುಪದ್ರವಮಾಗಿ ರ್ಯಾಫಲ್ಲಿದೆ ಶಿಪ್ಪಿರು ಭಕ್ತರು ಉದಾಸೀನರು ಪಾಪಿಗಳೆಂಬ ನಾಲ್ಕು ತೇರ ನಾದ ಜಂಗಳುಂ ಜ್ಞಾನಿಯಿಂದನುಗ್ರಹಿಸಿಕೊಳ್ಳುವರದೆಂತೆನೇ—ತತ್ತೀರ್ವೀ ಪದೆಂಂಗೈಪ ಜೀವನ್ನು ಕ್ರಿಂತಿಲ್ಲಿ ಶಿಪ್ಪಿಂಗೆ ವಿಶ್ವಾಸದಿಂ ಜ್ಞಾನಸಿದ್ಧಿಯುಂ, ಬಳಕೆನುರಾಗದಿಂದಾತನಂ ಅರಾಧಿಸುವ ಭಕ್ತಿಂಗೆ ಸುಕ್ರೂರಾದಿ ಸಾಧ ನಷ್ಟುಂ, ಬಳಕಾತನಸಂಜ್ಞೆ ರಿತ್ಯೆಯಂಕಡ ಉದಾಸೀನಂಗೆ ಪ್ರಣ್ಯಕ್ಕೆತ್ಯಾಭಿ ರಿತಿಯುಂ, ಬಳಕಾತನದರ್ಶನಸ್ವರ್ವಾಧಿಗಳಂ ಪಾಪಿಗೆ ಪಾಪಕ್ಕೆಯುವುಂ ಸಿವಿ ಸುತ್ತಿಕುಂಡಂ.

10. ಯಾವ ಭಾವತೇಯರು ಮಹಾಗುಣಾಲೆಗಳೆಂದು ವಿದೇಶಿಯ ರ್ಯಾಂದಲೂ ಹೊಗಳಿಸಿಕೊಳ್ಳುತ್ತಿದ್ದ ದೋಃ, ಯಾರಗುಣಾಗಳೇ ಅವರಿಗೆ ಅರ್ಥಾದಂಬಿಸರ್ವಿಸ್ಯಾತ್ತಿಸುವಾದ ಕಸರಸ್ಸು ತಂದುಕೊಟ್ಟಿತ್ತೇಂದ್ರಿ, ಯಾರ ವಿಧ್ಯಾವ್ಯೇದುವ್ಯಾಪ್ತಿ ಇತರಿಗೂ ಈಗ ಅತ್ಯಂತ ವಿಸ್ತೃಯವನ್ನುಂಟುವಾದುತ್ತದೇಯೋ, ಯಾವ ಮಜ್ಜಿನೀಯರ ಸ್ವಾತೀತ್ಯಾದಿಂದಲೇ ಈಗಲಂ ಸವಳ್ಳಿ ಭರತಭಂಡವು ಪ್ರಕಂಸಾಸ್ವದವಾಗುಂಡಿದೆಯೋ, ಯಾವ ಶ್ರೀಮಂತರ ರಾಜ್ಯ ಲಷ್ಣಿಕ್ಯಯು ಅನೇಕಕಾಲಗಳಲ್ಲಿ ನೀಡಲಿಂದ ಸೂರ್ಯಗಳ್ಯಲ್ಪತ್ತಿದ್ದರೂ ಈಗಲೂ ಪರದೇಶಿಯರಿಗೆಲ್ಲಿರಿಗೂ ಅವೇಕ್ಷಣೀಯ ವಾಗಿದೆಯೋ, ಯಾವ ಧರ್ಮಾಜ್ಞರೂ ಧರ್ಮಾಸ್ತಾಯಾ ಧರ್ಮಾಸ್ತಾಯಾತ್ಯಾಯಿಂದಲೇ ಈಗಲೂ ಈ ಭರತಭಂಡಂ ಡನು ಇಷ್ಟುಮಣಿಪ್ಪಿಗಾದರೂ ಜಿವಿಸಿದೆಯೋ, ಯಾವ ಪ್ರಾಜ್ಞರ ಪ್ರತಿಭಾ ವಿಕೇಷಕ್ಕೆ ಯಾವೆಡೆಯಲ್ಲಿ ತಡೆಯಿರೆಲ್ಲವೋ, ಯಾವ ಶಾಸ್ತ್ರಾಜ್ಞರ ಗ್ರಂಥ ಸಮಂಡಾಯಗಳು ನಾನಾವಿಧವಾಗಿ ರೂಪಾಂತರವನ್ನುಪ್ರದಿದ್ದೂ ಇನ್ನು ಪರಮಾಜ್ಞರ್ತ್ಯಾಜನಕಾಗಿವೆಯೋ, ಮುಂಖ್ಯವಾಗಿ ಅಸೂಧಾರಣ ವಾದ ಈ ಮನುಷ್ಯದೇಂದುವನ್ನು ಪಡೆದುದಕ್ಕೆ ಇರಬೇಕಾದಪ್ರಕ್ರಿಯಾಂತಲೂ ಸಾವಿರಾರೂಪಾಲು ಹಜ್ಞಾಗಿಯೋ ಯಾವ ಪ್ರಣ್ಯಪುರುಷರು ಯೋಗತ್ವಾಗಿ ಸಿವಿಯನ್ನು ಪಡೆದಿದ್ದಂತೇ - ಅಂಥವರ ಪಂಕದಲ್ಲಿಯೋ ಅದೇ ಭರತಭಂಡಂ ಡನಲ್ಲಿಯೇ ಜನಿಸಿವುವ ಸಮ್ಮಾಲಿ, ಅವರಲ್ಲಿದ್ದ ಬಂದ್ರು ಗುಣವಾದರೂ

ಇರುವುದ ! ಒಂಗೆ ನಮಗಿದ್ದ ಮೇಲ್ತ್ಯಾಯನ್ನೆಲ್ಲ ಕರ್ಣದುಕೊಂಡಿರುವುದಕ್ಕೆ ಕಾರಣವೇ, ವೇದಲನೆಯಿದು ತ್ಯಾಗಿ, ಎರಡನೆಯಿದು ಆಲಸ್ಯ. ಇವುಗಳನ್ನು ಪೌರುಷವು ಜಯಿಸುವುದು. ಪ್ರತಿಷಿಂಹನು ತನ್ನ ಇವ್ಯಾಧಿವನನ್ನು ಸಾಧಿಸುವುದಕ್ಕೆ ಅನುಕೂಲವಾದ ಪ್ರಯತ್ನವನ್ನೇ ಎಡಿಬಿಡೆ ಮಾಡುತ್ತಿರುವುದೇ ಪೌರುಷವೇನಿಸುವುದು. ಇದು ಪ್ರಕ್ರಿಯೆ ನವೆಂತಲೂ ಪಿಹಿಕವೆಂತಲೂ ಎರಡುವಿಧವಾಗಿರುವುದು. ಹಾಗ್ಕೆನ ಪೌರುಷವನನ್ನು ಈ ಜಣ್ಣದ ಪೌರುಷವು ಗೆಲ್ಲುವುದು. ಸರಿಯಾದ ಪ್ರಯತ್ನವನ್ನು ಸಾಧಿ ಆರೆಭಿಸಿದು ದನ್ನು ಬಿಡುದೆ ದೃಢತಾವಾಗಿ ಆದೇ ವ್ಯವಸಾಯವನ್ನು ಮಾಡುತ್ತ ಉತ್ಪನ್ನಕ ಯುಕ್ತಾಗಿರುವ ಪ್ರಜ್ಞಾವಂತರು ಅನೇಕ ಮಾಹಿತೀರು ಪದ್ಯಾತಗಳನ್ನು ದರೂ ಆಯಾಸವಿಲ್ಲದ ಸುಂಗಿ ಬಿಡುವರು. ಒಂಗಿರಲು ಪ್ರಾದ್ಯಜನ್ಮದ ಪೌರುಷವನ್ನು ಗೆಲ್ಲುವುದು ಏನು ದೋಷದ್ದೆ ? ಆದರೆ ಯಾವ ಬಣ್ಣ ವಾದರೂ ತೇಜಸ್ಸಿಲ್ಲದ ಜೋಳೆಯುವುದಿಲ್ಲವಲ್ಲವೇ ? ಹಾಗೆಯೇ ಸಕಲ ಕರ್ಮಗಳಿಗೂ ಶಾಸ್ತ್ರಸುಸಾರವಾದ ಪ್ರವೃತ್ತಿಯೇ ಮುಂಚ್ಚಿವು.

11. ಯಂತೆಗೇ ದಾಜ್ಯಗಳಲ್ಲಿಲ್ಲಿಯೂ ಜಾತಿಭ್ರಂಧಗಳೂ ಅದರಿಂದ ಉಂಟಾಗುವ ವ್ಯೇಷಣ್ಯಗಳೂ ನವ್ಯಾಲ್ಲಿರುವಂತೆ ಇಲ್ಲ. ಅಲ್ಲಿ ಆಸ್ತಿವಂತರಾಗಿರುವವರೇ ಒಂದು ಜಾತಿಯಾಗಿಯೂ, ಅಸ್ತಿಯೇನೂ ಇಲ್ಲದ ತಮ್ಮ ಕರ್ಮದಿಂದ ಅಕಣ್ಣಿಯನಿ ಕಾಲಕ್ಷೇಪಮಾಡಿ ಕೊಂಡಿರುವವರೇ ಒಂದು ಜಾತಿಯವಾಗಿಯೂ ವಿಂಗಡವಾಗಿರುವಂತೆ ತಲೆದೇರುತ್ತದೆ. ಬಂದವಾಳವೂ ನಿರ್ವಾಚಕೆಯಿಗೂ ಜೋಳಾಗಿ ಇಲ್ಲದೆ ಇದ್ದಿ, ಅಲ್ಲಿಯ ವ್ಯಾಪಾರಿತ್ಯಾಗಿ ದ್ರವ್ಯೋತ್ಪತ್ತಿಯನ್ನು ಉಟ್ಟಿಪಾಡುವುದು ಗೂಡ್ಯಾವಾಗುವುದಿಲ್ಲ. ಯಂತ್ರಗಳ ಪ್ರಾಬಿಲ್ಯದ ದಸೆಯಿಂದ ದೋಷದ್ದೆ ಕಾಖಾನೆಗಳನ್ನು ಕಟ್ಟಿಸಿ, ಬಿಕಳ ಬೆಲೆಯುಳ್ಳಯಂತ್ರಗಳನ್ನು ಇಟ್ಟುಕೊಂಡು, ಅವಕ್ಕೆ ಸಾಮಗ್ರಿಗಳನ್ನು ಬದಗಿಸಿಕೊಂಡು, ನಿಸ್ತಾರವಾದ ಉದ್ದೇಶೀಗಾದಿಸದವರಿಗೆ ಸ್ವಲ್ಪವೂ ತಮ್ಮ ಉದ್ದೇಶೀಗಾದಿಂದ ಲಾಘವಂತಿಗಾದು. ಇದೊಂದೂ ಉಡಿವಂಗಿ ಸಾಧ್ಯವಾಗದುವರಿಂದ ಉತ್ಪತ್ತಿಮಾಡುವ ಯಾಜವಾಸ್ಯವೆಲ್ಲ ಧನಿಕರೂಪಾಲೇ ಆಗುವುದು. ಇವರವರಕದಲ್ಲಿ ಕೂಗೆ ಕೆಲಸಮಾಡುವವರು ಅನೇಕರಾಗಿರುವರು. ಇಷ್ಟಾದ್ಯಾವಂತರಾಗಿರುವ ಉದ್ದೇಶಗಳ ಯಾಜಮಾನರಿಗೆ ನಿರಂತರವೂ ಇಷ್ಟಾದ್ಯಾವಂತರಕದಲ್ಲಿ ದೆಹ್ಮಣತ್ವಬುಂಪುದು,

ಕೂಲಿಯ ಜೀವನದವರಿಗೆ ಜನಭಾಯೆಳ್ಳುವು ಹೆಚ್ಚುತ್ತ ದರಿದ್ರವೂ ಹೆಚ್ಚುವುದು. ಇಂಗ್ಲೆಂಡಿನಲ್ಲಿ ಪ್ರಭುತ್ವಕ್ಕೆ ಪ್ರಜೆಗಳೆಲ್ಲರೂ ಭಾಗಿಗಳೊಂದು ವಿಪಯುವು ಬಿಹುವ್ಯಾಪಕುರ್ಣಿಕೆ ಬಂದಿರುವುದರಿಂದ, ಅನೇಕರಾದ ಬಿಡುವರಿಗೆ ಹೀಗೆ ಸ್ವಲ್ಪಜನಮಾತ್ರ ಅತ್ಯಂತ ಸ್ಥಿತಿಯಲ್ಲಿರುವುದೂ, ಮುಂಕ್ಕಾಲು ಮೂರುವಿಸುವಾಲು ಜನರೆಲ್ಲರೂ ಬಿಹುಹೀನಸ್ಥಿತಿಯಲ್ಲಿರುವುದಕ್ಕಾಗಿ ನ್ಯಾಯವಲ್ಲ ವೇಂದರೂ, ಅವಗಿಂತ ಅವರು ಯಾವ ಕುರಣದಿಂದ ಶ್ರೀಪಂತರಾಗಿರಬೇಕೆಂದೂ ಬುದ್ಧಿಯು ಸ್ವಂತಿಸುತ್ತಿರುವುದು. ಹೀಗೆ ದಿನೇ ದಿನೇ ಬೆಳೆದು ಬುರುವ ವೈಪವ್ಯಾದಿಂದ ಯಾವಕಾಲಕ್ಕೆ ಏನು ಅನಾಜುತ್ತ ಸಂಖ್ಯಾಸುವುದೋ ಎಂದು, ಅಳ್ಳಿಯ ಅನೇಕ ವಿದ್ವಾಂಸರೂ ಮಂತ್ರಿಗಳೂ ಒಂಟಿಸುವರು.

SATURDAY, 24TH JANUARY, 10 A.M. TO 1 P.M.
HISTORY OF ENGLISH LITERATURE.

NOTE.—*Candidates are informed that they are not to attempt to answer more than eight questions. Question V. should be attempted.*

I. Give an account of the literary work of Alfred the Great.

II. Explain and illustrate the following statements :—1. “Langland is the last representation of the Anglo-Saxon tradition of poetry.” 2. “The influence of the Italian poets on Chaucer is beyond question.”

III. Describe the importance for English Literature of—Geoffrey of Monmouth, Christopher Marlowe, Sir Walter Scott.

IV. Sketch the history of the sonnet in English Literature, distinguishing between the forms used by different writers. It is said that a sonnet should be “the expression of a single thought, idea, or sentiment.” Illustrate this by examining a sonnet written by any one of the writers you name.

V. Take either the latter half of the sixteenth century or the first half of the nineteenth century, and consider how far the literature of the period you choose reflects the social, political, and religious life of the time.

VI. Mention the chief writers of satire in English Literature. Give an account of the satirical works of any one of them.

VII. Explain the term “metaphysical” as applied to a school of poets by Dr. Johnson. Mention the names of the chief “metaphysical” poets, and give an account of the works of one of them.

VIII. Examine and illustrate the characteristic points of difference between the poetry of Pope and the poetry of Wordsworth.

IX. Contrast the style of Macaulay with those of Carlyle and Charles Lamb.

X. With reference to the following works (1) state by whom and when they were written, and 2. give a brief description of their character :—*Festus*, *Lavengro*, *Shirley*, *The Cloister and the Hearth*, *Iothair*, *The Blessed Damozel*, *The Scholar Gipsy*, *Peter Simple*, *Atalanta in Calydon*.

XI. Describe the characteristics of the fiction of the last quarter of a century, and give an appreciation of any novelist of the period with whose writings you are acquainted.

MONDAY, 19TH JANUARY, 2 TO 5 P.M.

HISTORY OF THE SANSKRIT LANGUAGE.

I. Point out and give examples of the most important differences between the Vedic and the classic Sanskrit as regards declension and conjugation.

II. परस्सनिकर्षसंहिता—Pāṇini. Explain this and distinguish between संहिता and महासंहिता.

III. State and exemplify the declensional peculiarities in Prakrit.

IV. 1. Which class of mutes is of most frequent occurrence in the language and which class is of rarest occurrence, and why? 2. Show that the palatal consonants are derived from the gutturals.

V. To which of the ten conjugations does the greatest number of roots belong, and why? What is the peculiarity you observe in the roots of the tenth conjugation, and how do you account for it?

VI. 1. Mention a class of roots of the first conjugation which can be treated as belonging to the fourth conjugation, and show how it can be so treated. 2. Is the periphrastic future tense an original one? Give reasons for your answer.

VII. State the general rules of accentuation in the following cases :—(1) verbs, (2) vocatives, (3) particles, (4) Upasargas, (5) Bahu-vrīhi compounds, and (6) Tatpurusha compounds. State also the exceptions in the first two cases.

VIII. Name six words of foreign origin (from three different languages) introduced into Sanskrit and mention the approximate dates of their introduction.

IX. Write notes on the derivation and meaning of the following words :—देवानांप्रिय, सिंह, पृष्ठोदर, जामिति, अहत्या, कश्यप, उपनिषद् and आत्मन्.

X. 1. Mention not less than four words which have undergone a change in meaning, and trace the change wherever possible.

2. Show how the following words are allied to Sanskrit:—yester, entrail, vocabulary, nephew, faction, penultimate.

XI. "More than half of the whole number of roots given by the Hindu authorities have never been found actually used in the (Sanskrit) literature." How do you account for this?

XII. Explain clearly the following passage:—

तदोशितारं चेदीनां भवांस्तमवर्मस्त मा ।

निहन्यरीनेकपदे य उदात्तस्खरानिव ॥

TUESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

SANSKRIT : TEXT-BOOKS (i).

Kāvyaprakāśa, Bālarāmāyana, Chandakausīka and Priyadarśikā.

N.B.—Full marks will be awarded for answering about three-fourths of this paper. Question III. must, however, be answered in Sanskrit.]

I. 1. (a) Is there any internal evidence to show that the author of the *Kārikās* in the *Kāvyaprakāśa* is identical with the author of the *Vrittis* thereon? If so, examine such evidence. (b) A certain verse in the *Kāvyaprakāśa* is interpreted by some commentators to mean that a small portion at the end of that work was written by another author than Mammāta. Refer to the verse in question and give the name of that other author. 2. Determine the age of Mammāta. 3. Briefly explain the following and

illustrate them from the *Kāvyaprakāśa*:—त्राह्णश्रमणकन्याय,
अदग्धदहनन्याय, गङ्गरिकाप्रवाहन्याय.

II. 1. Show how the figure शरेष्यगवेन्द्रवः is arrived at in relation to *dhvanis*. 2. Point out the *vyanjyas* and *vyanjakas* in the following and give the names of the respective *dhavanis* therein:—

(a) न्यक्तारो ह्ययमेव मे यदरयस्तत्राप्यसौ तापसः

सोऽप्यत्रैव निहन्ति राक्षसकुलं जीवत्थो रावणः ।

धिग्धिक् शक्तजितं प्रबोधितवता किं कुम्भकर्णेन वा

खर्गप्रामटिकाविलुण्ठनवृथोच्छूनैः किमुभिर्भुजैः ॥

(b) ताला जाअंति गुणा जाला दे सहिअएहि॒ घेषन्ति॑ ।

रङ्किरणाणगगहिआइ॑ होन्ति॑ कमलाइ॑ कमलाइ॑ ॥

3. Briefly state the different interpretations given of Bharata's aphorism relating to रसनिष्पत्ति.

III. 1. State clearly the views of the Bhāṭṭas and the Prābhākaras regarding Vākyārtha. 2. Give the pūrvapakshin's and the siddhāntin's views in regard to the following proposition :—

अखण्डबुद्धिनिर्ग्रीही॑ वाक्यार्थ॑ एव॑ वाच्यो॑ वाक्यमेव॑ वाचकम्॑.

3. Comment on the following so as clearly to bring out the distinction between व्यङ्ग्यार्थ, लक्षणीयार्थ and नेयार्थ.

(a) लक्ष्यं॑ न मुख्यं॑ नाप्यत्॑ बाधो॑ योगः॑ फलेन॑ नो॑ ।

न प्रयोजनमेतस्मिन्॑ न च शब्दः॑ खलद्वृतिः॑ ॥

(b) निष्ठां॑ लक्षणाः॑ काश्चित्॑ सामर्थ्यादभिधानवत्॑ ।

क्रियन्ते॑ साम्प्रतं॑ काश्चित्॑ काश्चिन्नैव॑ लशक्तिः॑ ॥

4. Explain the following and give their application in the Kāvyaprakāśa :—

(a) विशेष्यं॑ नाभिधा॑ गच्छेत्कीणशक्तिर्विशेषणे॑ ।

(b) गुणानां॑ च परार्थलादसम्बन्धस्समत्वात्यात्॑ ॥

IV. 1. (a) What is a bhāva and how does it differ from a rasa?

(b) Explain how as a रसज्ञापनकारण the आलम्बनविभाव differs from the उद्वीपनविभाव. 2. Point out the rasa with its vibhāvas, anubhāvas and vyabhichārins in the following :—

रे॑ कृत्क्षाः॑ पूवगपशवः॑ फिंभवद्विर्भवद्वि-

संप्राप्माप्ने॑ मम रणरसो॑ लम्भतस्मर्वभावम्॑ ।

यस्मिन्॑ करिमन्नखलु॑ समरे॑ रोचकी॑ सिंहनाद-

स्तन्मे॑ रामं॑ कथयत्॑ स हि॑ श्रूयते॑ वीरसिंहः॑

V. 1. Distinguish between (a) परिकर and काव्यलिङ्गः and
 (b) काव्यलिङ्गः and अर्थान्तरन्यास. 2. Show how रूपक differs
 from निर्दर्शना in the following examples:—

(a) राजसेवा मनुष्याणामसिधारावलेहनम् ।

पञ्चाननपरिष्वद्भौ व्यालीवदनचुम्बनम् ॥

(b) अड्ग्रिदण्डो हरेरूर्ध्वमुक्षिसो बलिनिग्रहे ।

विधिविष्टरपञ्चस्य नालदण्डो मुदेऽस्तु वः ॥ -

VI. 1. How does Vāmana's view of गुण and अलङ्कार differ
 from that of Mammata? 2. Distinguish between विरुद्धमतिकृत्
 and प्रकाशितविरुद्ध, अविमृष्टविवेयांश and अभवन्मतयोग.
 When are अप्रतीत and अपृष्ट not considered faults of style?
 Give one example in each case. 3. Show how the following are
 faulty:—

(a) मसुणचरणपातं गम्यतां भूसगर्भि

विरचय सिवयान्तं मूर्झिर्घर्मः कठोरः ।

तदिति जनकपुत्रो लोचनैरश्रुपूर्णः

पथि पथिकवधूभिर्विक्षिता शिक्षिता च ॥

(b) अहङ्कारेण जीयन्ते द्विपन्तः किं नयश्रिया ॥

VII. 1. Re-write in Prākrit:—हं ही लङ्कापुरीप्राकारपालका अ-
 तिक्रान्तयामिनोयुद्धजनितं वज्रीमुखबलविधिं सनं प्रतिकृष्ट ।
 उत्तमयत् विहितोन्मूलनानि तोरणानि । एतत्किं न पद्यथ

दीलितमद्वालिकं विश्रितं वरण्डकाप्रखण्डः जर्जरितं यन्त्रसन्तानं
निकुञ्जिताः काञ्चनिकाः ॥

2. Point out and explain the प्रस्तावनाद्वय referred to in :—

प्रकृतिरामाभोजः कौशिकवान् सपदि लक्ष्मणानन्दी ।

सुरचापद्मनहेतोरयमवतीर्णशरत्समयः ॥

3. मुक्तहरिणङ्गमण्डलपासप्पसरो बुधो विवृथमग्ने ।

ओद्धरिभ राहुविहुरुं णिणीणाहं समुद्धिहइ ॥

Explain this passage and show how it satisfies the conditions of the ध्रुवागीति.

VIII. 1. Give all the characteristics of a गर्भाद्वय, and mention the several objects it is made to serve in dramas. With what object is it introduced into the Bālaramāyaṇa? 2. Name and explain the *nātakasandhyangas* in the following :—(a) कौशिकः (सक्रोधम्)—

आः कथमद्यापि न सम्भूतानि मे दक्षिणासुवर्णानि ॥
(b) प्रतीहारी (स्वगतम्) कथमेते निखिलश्लियाश्चापारोपकर्मणि

विन्यथसमर्थ्या वर्तन्ते । तदेतेष्वनाकलितसारी विकर्तनकुलकुमार
आस्ते तथापि सङ्घीर्त्याम्येनम् ।—इत्यारभ्य—
सीता—सहि हेमप्पहे भग्नं भगस्स भअवदो चावं ।

हेमप्रभा—सम्पर्णं च पियसहीए पाणिगगहणं ।—इत्यन्तेन.

IX. 1. Why should not *praveśaka* be used in the first Act of a dramatic composition? Illustrate your answer from the Chanda-kauśika or the Priyadarśikā. 2. Do you find in the Priyadarśikā any reference to an important character in the drama of Ratnāvali? If so, state what you know of that character.

X. 1. Annotate the following passages in accordance with the Kāvyaprakāśa, and also otherwise where necessary :—

- (a) वाग्वैद्यभीं मधुरिमाणं स्यन्दते श्रीवलेहं
 वस्तुन्यासो हर्ति हृदयं सूक्तिमुदानिवेद्यः ।
 सद्यस्सूते रसमनुपमप्रौद्धिजन्मा प्रसादः
 सन्दर्भश्रीरिति कृतयियां धाम गीर्देवतायाः ॥
- (b) सुवर्णबन्धविद्योति कुरुत श्रवणाश्रयम् ।
 सच्कायमुहुसदृक्तं काव्यं मुक्तामयं बुधाः ॥

2. What is the idea of Sītā when she gives the following replies to Hemaprabhā in respect of the several kings concerned?

- (a) जो तिउरदहणष्टाणद्विअमहाकालणामन्तरिअखण्डपर-
 सुणामपवित्तिअणिहालवद्दी । (b) जो दविद्वृद्धामणी । (c) जो
 सो णमदालद्विद्मण्डलाहिपर्द । (d) जो विन्दावणविहारदुद्ध-
 लिओ । (e) जो मरहडवरिष्ठो ।

3. From what work is the following passage quoted :—

- असुर्या नाम ते लोका अन्धेन तमसा वृताः ।
 तांस्ते प्रेत्याभिगच्छन्ति ये के चात्महनो जनाः ॥

Show how this quotation differs in meaning from the original. 4. What are said to be the means for attaining the तारकज्ञान ? Refer to any Upanishadic passages bearing on the point. 5. State the difference in point of literary merit between the Lāṭas and the Vaidarbhas.

XI. 1. Explain the following passages :—

- (a) राजा (आरण्यकाया हस्तं घृहीत्वा) .—
 सद्योऽवश्यायविन्दव्यतिकरशिशिरः किं भवेत्यशकीशो
 द्वादिलं नास्य मन्ये सदृशमिदम् प्रस्येव वीतातपस्य ।

मुञ्चलयेको हिमौधं कररजनिकरो हन्त किं सोऽपि दाही
जातं खेदापदेशादविरतममृतं रथन्दते व्यक्तमेतत् ॥

(b) रामः सीतां प्रति—

यत्तार्थीतिशयोऽपि सूक्तितजगन्मर्यादया मोदते
सन्दर्भश्च समासमांसलपङ्गप्रस्तारविस्तारितः ।
उक्तिर्थोगपरम्परापरचिता काव्येषु चक्षुष्मतां
सा रम्या नवचम्पकाङ्गि भवतु लब्नेतयोः प्रीतये ॥

(c) मध्ये व्यक्तमनादिविभ्रमवशादव्यक्तमाद्यांतयोः

पञ्चत्वं प्रकृतिः किलारय जातस्तत्पञ्चधा सम्भृतं ।
संसारार्णववीचिभङ्गवलयेर्थोगावियोगैरसमा-
स्तन्मोहादपरं न वेदि विदुषां शोकरय यत्कारणम् ॥

(d) किंपुनरादयोरङ्गकारत्वमुच्चितं यथोरन्तरङ्गोऽभियोगः।

(e) एवत्वं दिद्वे अणुववग्नं णाम ॥

(f) प्रज्ञावतां हि चक्षुरक्षुद्रमतिविषयासु धिषणासु प्र-
[तिवसति ॥

2. Note some of the anachronisms in Act III of the Bālarāmāyaṇa and justify such of them as you can.

TUESDAY, 20TH JANUARY, 2 TO 5 P.M.

TEXT-BOOKS (ii).

Sārīrakasūtra and Nyāyadarśana.

[N.B.—Answers to questions III, VII, and VIII. 1. must be in Sanskrit only.]

I. Explain the terms *Advaita*, *Viśiṣṭādvaita* and *Dvaita* as applied to the systems of Śankara, Rāmānuja and Madhvā.

II. How does Śankara define Paravidyā and Aparavidyā ? What relation does he recognise between them and why ? State with reasons whether the division of the Vidyā into Parā and Aparā is recognised by the Sūtrakāra.

III. उपासनानि कतिविधानि ? एकैकस्योदाहरणं स्वरूपं फलं च सप्रमाणं निष्पत्ताम्.

IV. आश्रित्य नूनममृतद्युतयः पदं ते

देहक्षयोपनतदिव्यपदभिमुख्याः ।

लावग्यपुण्यनिचयं सुहृदि लवदास्ये

विन्यस्य यान्ति मिहिरं प्रतिमासभिन्नाः ॥

इदं भगवन्मुखवर्णनिपरं काव्यं समुचितब्रह्मसूतश्रुतिजालोपन्यासपूर्वकं व्याख्यायताम्.

V. 'स एतान् ब्रह्म गमयति' इत्यत्र के ते पूर्वीचार्याः येषां मतं ब्रह्मशब्दव्याख्यानाय सूतकारैरूपन्यासि ? कोहृशं च तत् ? किं युक्तिकं च ? कां नामान्यादशों रीतिमनुरूपन्धन्ति भाष्यकाराः अत्र व्यवस्थापने ? कारणानि च तत्र कानि ?

VI. का : पुनः सगुणश्रुतयः निर्गुणश्रुतयश्च ?

कथं पूर्वीसामेवोत्तरशेषलं न पुनरूत्तरासामितरशेषलम् ?

कथं वा सगुणवादिनो वर्णयन्ति तात्पर्यं निर्गुणश्रुतीनां ?

किंमूलं च तादृग्वर्णनम् ?

VII. "बाधितमपि तु मिथ्याज्ञानं द्विचन्द्रज्ञानवत् संरक्षणात् कश्चित्कालमनुवर्तत एव." इति भाष्यकाराः अत्र द्विचन्द्रज्ञाने

बाधकसन्निधावपि मिथ्याज्ञानहेतोः परमार्थतिमिरादिदोषरय ज्ञा-
नवाध्यलाभावेनाविनष्टत्वात् मिथ्याज्ञानानुवृत्तिरविषद्वा ; प्रवृत्ते
तु भेदज्ञानसामग्रया अपि वासनायाः मिथ्याष्पत्वेन ज्ञानोत्पत्त्यैव
निवृत्तेः कथंकारमनुवृत्तिरिति परे शङ्कन्ते. अत समाधीयताम्.

VIII. 1. इमानि सूत्राणि वाक्यानि च सन्दर्भेऽपन्यासपूर्वकं व्या-
ख्यायन्ताम्.

- (a) यस्तद्वैद यत्सत्रेद समयैतदुक्तः ॥
- (b) यद्वै तत्पश्यसि पश्यन्वै तत्पश्यति ॥
- (c) प्रयाजादिवत् ॥
- (d) तद्वचनं तद्विषयमेवोपक्षीणमिति चेन,
प्राप्तमानवचनिवृत्तिपरत्वाद्विशेषणस्य ॥
- (e) द्वादशाहवङ्गमयविधं बादरायणोऽतः ॥
- (f) प्रतिषेधादिति चेन शारीरात् । रपष्टे ह्येकेषाम् ॥

2. What objections can be raised against Śankara's interpretation of (f) in the above, and how will you meet them ?

IX. 'The exposition of the Nyāya is tedious, loose and unmethodical.' Comment as briefly as you can upon the justice or otherwise of the above criticism.

X. "नित्यसुखाभिव्यक्तिर्मोक्षः" इति भाद्रमतस्य खण्डने पू-
र्वपक्षपरंपराः वात्स्यायनभाष्यरोत्या प्रदर्शनीयाः.

XI. अवयवसमूहव्यतिरेकेणापि पदार्थान्तरमवयविनं नैयायिकाः
किमर्थमध्युपगच्छन्ति ? प्रत्यक्षं चानुमानेऽन्तर्भावयितुं कीदृशी
यक्तिरपन्यस्ता ? कथं वा सा निरासि ?

XII. प्रत्यक्षादिचतुष्टयतोऽप्यन्यानि कानि प्रमाणानि मीमांसकाभ्युपगतानि? किंलक्षणानि किमुदाहरणानि च तानि? कथमेतेषां नैयायिकाः प्रत्यक्षादिष्वेवान्तर्भवं वर्णयन्ति?

XIII. “हेतुः किंच विशिष्टधीरनुमितो न ज्ञानयुग्मम्.”

Explain the above.

WEDNESDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.
ESSAY.

Write an essay in Sanskrit on *one* of the following subjects:—

- (1) The ethical value of Vedantic teaching.
- (2) Education in Ancient India.

THURSDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.
SANSKRIT: TEXT-BOOKS (iii).

Pānini's Ashtādhyāyī with the Kāśikāvṛitti.

[N.B.—Answers to questions III. and IV. must be in Sanskrit.]

I. 1. वक्ष्यमाणासु परिभाषासु याः काश्चन चतत्रः परिभाषास्सोदाहरणं व्याख्यायन्ताम्.

(a) नानर्थकेऽलोन्त्यविधिः ।

(b) येन नाव्यवधानं तेन व्यवहितेषि वचनप्रामाण्यात् ।

(c) अज्ञवृत्ते पुनर्वृत्तावविधिः ।

(d) एकानुबन्धकप्रहणे न इनुबन्धकस्य ।

(e) अन्तरङ्गानपि विधीन्बहिरङ्गी ल्यब्बधते ।

(f) सकृद्रूतो विप्रतिषेधे यद्वांधितं तद्वाधितमेव ।

(g) संनिपातलक्षणो विधिरनिमित्तं तद्विघातस्य ।

(b) यस्य च लक्षणान्तरेण निमित्तं विहन्यर्ते न तद-
नित्यं भवति ।

2. प्रसज्य प्रतिषेधः, पर्युदासः, भाषितपुंस्कः, भारद्वाज-
नियमः, भूतपूर्वगतिः. उक्तानि पदानि सोऽहरणानि संग्रहेण
विवरणीयानि.

II. 1. अधस्तालिखितेषु वाक्येषु रेखाङ्कितानां वैदिकरूपाणां
लोकिकानि रूपाणि प्रदर्शनीयानि. (a) स नः सिन्धुमिव नावया ।
(b) वधीं वृत्तम् । (c) दक्षिणतः शये । (d) सूर्यं चक्षुर्गमयतात् ।
(e) मरुतस्तज्जुष्टृन् । (f) इष्टोनं देवान् । (g) जगृभा ते द-
क्षिणमिन्द्र हस्तम् । (h) अवियोना दरस्युः । (i) धिष्व वज्रं
दक्षिण इन्द्र हस्ते । (j) वक्ष्यन्ती वेदागनीगन्ति कर्णम् ।

2. “उणादयोऽव्युत्पन्नानि प्रातिपदिकानि” इत्यत्र उणा-
दिप्रत्ययान्ताशब्दा अव्युत्पन्ना एवेति भगवतः पाणिनेराशयस्य
किं गमकम्? अस्मिन्विषये शाकउत्तापनादीनां मतमपि निरूपणी-
यम्. तिचतुराणि उणादिप्रत्ययान्तानि पदान्युदाहरणीयानि.

III. 1. वक्ष्यमाणेषु सूत्रेषु रेखाङ्कितानां वृत्त्यानि सोपपत्तिकं व-
र्णन्ताम्.

(a) वद्ब्रजहलन्तस्याचः ।

(b) सूथन्तक्षणश्वसजागृणिश्वयेदिताम् ।

(c) शीडोरुद् ।

(d) अद्वृडतरादिभ्यः पञ्चम्यः ।

(e) तुहोरतात्कुशिष्यन्यतरस्याम् ।

(f) उग्रदचां सर्वनामस्थानेऽधातोः ।

2. शृद्धप्रां हृस्त्री वा । इदं सूत्रं शक्यमकर्तुमिति केचिद्वर्ण्यन्ति. तत्र कारणभुपपाद्यताम् ३. गमेरिद् परस्मैपदेषु । इदं सूत्रं पदशेषकारः कथं विवृणीति ?

IV. 1. इमाः कारिकास्पष्टं व्याख्यातव्याः :—

(a) अदसः सीर्भवे दौत्वं किं सुलोपो विधीयते ।

हृस्ताल्लुप्येत संबुद्धिर्न हलः प्रकृतं हि तत् ॥

आप एत्वं भवेत्तस्मिन्न ज्ञलीत्यनुवर्तनात् ।

प्रत्ययस्थाच्च कादित्वं शीभावश्च प्रसज्यते ॥

(b) संयोगे गुरुसंज्ञायां गुणो भेत्तुर्न सिध्यति ।

विध्यपेक्षं लघोश्चासौ कथं कुणिडर्न दुष्यति ॥

धातीर्हि नुपुर कथं रञ्जेः स्यदिश्रथ्योर्निपातनात् ।

अनल्लोपशि दीर्घत्वे विध्यपेक्षे न सिध्यतः ॥

अभ्यस्तस्य यदाहाचि लड्यं तत्कृतं भवेत् ।

क्रुसनोर्यकृतं कित्त्वं ज्ञापकं स्याल्लघोर्गुणे ॥

2. आच्छीनदीर्नुम् ॥

तुदती । तुदन्ती । अवान्तरज्ञालादेकादेशे कृते व्यपव-

र्गभावादवर्गान्तादङ्गाऽनुत्तरस्य शतुरिति न युज्यते वक्तुम् । उ-
भयत आश्रये नान्तादिवदित्यन्तादिवङ्गावोऽपि नास्ति । भूतपूर्व-
गत्याश्रयणे वाऽऽदती ज्ञतीत्येवमादिष्वतिप्रसङ्गः इति ॥ अस्य पू-
र्वपञ्चस्य समाधानं कथं द्वैधा वर्णयन्ति ?

V. 1. वीर्षत्, मद्गुः, भववान्, चलाचलः, पिपाविष्टि, इक्षुः,
अङ्गरम्, वत्सः—इमानि पदानि व्युत्पाद्यन्ताम्. तत्र तत्र विशेष-
पाथ प्रतिपाद्यन्ताम्. 2. एतेषु पदयुग्मेष्वैकैकरयाप्यर्थभेदो वर्ण-
नीयः. पाद्यम्, पाक्यम् । धनायति, धनीयति । त्राणः, त्रातः ।
धृष्टः, धर्षितः । अभ्यर्णः, अभ्यर्दितः । अक्तः, अंचितः ।
3. अधो विन्यस्तानां धातूनां यथानिर्देशं प्रथमपुरुषैकवचनानि
लिख्यन्ताम्. (a) विधूनने विशेषणे चार्थे विद्यमानाण्णिजन्ता-
द्वाधातोः, स्त्रेहविगतनार्थकाण्णिजन्तालृधातोश्च—लः. (b) वृधा-
तीराशीर्लिङ्गि, अस्मादेव सन्नन्तालृङ्गि. (c) श्विधातोर्लुङ्गि. (d) स्तु-
धातोर्णिजन्तालृङ्गि. (e) ऋधातोर्यडन्तालृङ्गि. (f) विक्षेपार्थत्कृधा-
तोर्यड्लुगन्तालृङ्गि. (g) द्रुहधातोर्लुङ्गि. 4. निपूर्वकादाधातोः,
विपूर्वकादर्दधातोश्च निष्ठाप्रत्ययान्तानि रूपाणि लिख्येरन्.

VI. 1. (a) यदुपार्थेविभाषा तङ्गुपार्थेः प्रतिषेधः ।

(b) प्रकृतिप्रहणे प्यधिकस्यापि ग्रहणम् ।

(c) यस्मिन्विधिस्तदादावल्महणे ।

(d) यड्लुगन्तादात्मनेपदं न भवति !

(६) अद्विर्वचननिमत्तेषि णो स्थानिकद्वयति ।

(७) अभ्यासविकारेऽवपवादा नोत्सर्गान्वधीन्बाधन्ते ।

उक्तेषु वाक्येषु तथाणां वाक्यानां ज्ञापकानि ज्ञसिप्रकाराश्चेषु पाद्यन्ताम्.

2. महोपालवचश्श्रुत्वा जुघुषुः पुष्पमाणवाः ॥

अत कानुपपत्तिः ? कथं परिहारः ?

THURSDAY, 22ND JANUARY, 2 TO 5 P.M.
TEXT-BOOKS (iv).

Rig-Veda and Āśvalāyana Grihya Sūtra.

[N.B.—Full marks will be awarded for answering about three-fourths of this paper. Question I. must, however, be answered and in Sanskrit.]

I. Paraphrase :—

1. (a) उरुं हि राजा वरुणश्चकार सूर्याय पन्थामन्वेतवा उ ।
अगदे पादा प्रतिधातवेऽकरुतापवक्ता हृदयाविधश्चित् ॥

(b) एतेनाम्ने ब्रह्मणा वावृथस्त शक्ती वा यत्ते
चैकृम विदा वा ।

उत प्र णेष्यभि वस्यो अस्मान्तसं नः सृज
सुमत्या वाजवत्या ॥

(c) अयोद्ध्रेव दुर्मद आ हि जुङ्गे महावीरं
तुविबाधमृजीषम् ।

नातारीदस्य समृतिं वधानाँ सं रुजानाः
पिपिष इन्द्रशत्रुः ॥

(a) वि सुपर्णो अन्तरिक्षाण्यल्यद्भीरवेपा अ-
सुरः सुनीथः ।
कैदानीं सूर्यः कश्चिकेत कतमां धां
रश्मिरस्या ततान् ॥

2. (a) इष एकग्रधूर्जे द्विपदी रायसोषाय विपदी मायोभ-
व्याय चतुष्पदी सखा सप्तपदी भव सा मामनुव्रता भव.
पुत्रान्विन्दावहै बहूस्ते सन्तु जरदृष्टयः ॥ (b) या दिव्या आपः
पृथिवी सम्भूयर्या अन्तरिक्ष्या उत पार्थिवीर्याः ॥ हिरण्यवर्णी
यज्ञियास्ता न आपः शंखोना भवन्त्विति संख्वान् समवनीय
तामिरद्धिः पुत्रकामो मुखमनक्ति ॥ (c) सुश्रवः सुश्रवा असि य-
था त्वं सुश्रवः सुश्रवा अस्येवं मां सुश्रवः सुश्रवसं कुरु ; यथा
त्वं देवानां यज्ञस्य निधिपोऽस्येवमहं मनुष्याणां वेदस्य निधिपो
भूयासम् ॥

(d) नाम चासौ दद्युः घोपवदाध्यन्तरन्तस्यम-
मिनिष्ठानान्तं द्वाक्षरम् ।

अभिवादनीयं च समीक्षेत तन्मातापितरौ
विद्यातामोपनयनात् ॥

(e) वंशान्तरेषु शरणानि कारयेत्, गर्तेऽववकाशीपाल-
मित्रघापयेत्, नास्याग्निर्दीहुको भवति ॥

II. 1. Explain the following :—

(a) विभक्तासि चित्रमानी सिन्धोर्मी उपाक आ ॥

- (b) इदं विष्णुर्वि चक्रमे त्रैधा नि दधे पदं ।
समूलहमस्य पांसुरे ॥
- (c) लवमन्ते प्रथमो अङ्गिरस्तमः द्विमाता ॥
- (d) तिस्रो द्यावः सविनुद्वी उपरथाँ एका यमस्य
भुवने विरापात् ॥
- आणिं न रथ्यममृताधि तरथुः ॥
- (e) अगोर्धाय गविषेद्युक्षा यदरम्यं वचः ॥
- (f) स्तुहि श्रुतं गर्तसऽयं युवानम् ॥
- (g) मम ब्रते हृष्यं ते दधामि मम वाचमेकब्रतो जुषस्ति ॥
- (h) अजयो गा अजयः शूर सोमम् ॥
- (i) अष्टौ व्यख्यत्करुभः पृथिव्यात्त्री धन्वं योजना
सत सिन्धून् ॥

2. Explain clearly the following so as to bring out the moral deducible therefrom :—

- (a) राजन्तमध्वराणां गोपामृतस्य दीदिविष्य ॥
- (b) अथा वयमादिल्य ब्रते तवानोगसी अदितये रथाम ॥

III. 1. In what sacrifice are the Sūktas 24 to 30 sung ? 2. Name the Rishis of the Sūktas you have read. 3. Give the date of the Āśvalāyana Grihya Sūtra. In what part of the country did this school originally flourish ? 4. Who are the श्रुभवः ? Why have they obtained recognition as Devas entitled to a share in sacrificial offerings ? 5. What are the (a) त्रीणि सवनानि ; (b) विष्णोङ्गि-विक्रमाः and (c) पञ्चमहायज्ञाः ? 6. Who is said to have forged Indra's weapon ?

IV. 1. 'The deities of the Rig Veda are the powers and manifestations of beneficent Nature.' Justify this statement with reference to the conceptions of (a) Indra, (b) Aditi, (c) Varuna, and (d) Aświns. 2. Describe briefly the conceptions of (a) Indra, and (b) Varuna as far as they are developed in the portion of the text you have read. 3: In the body of the rules for the उपनयन ceremony, there is no provision for investiture with the यज्ञोपवीत ; what is the explanation for such an omission ? On what occasions, according to your text, is a ब्रह्मचारिन् to wear the यज्ञोपवीत ? 4. Some of the riks from the portion of the Veda you have read are quoted in the Āśvalāyana Grihya Sūtra. Quote or refer to any four of them and state on what occasions they are to be recited. 5. (a) What is the explanation of the Kaushitaki Brāhmaṇa as to why सविता is styled हिरण्यपाणि : ? (b) Which is अपराजिता दिक् ? Why is it so called ? (c) State briefly the two Upākhyānas referred to in II (1) (h).

V. 1. What are : (a) शामित्राप्निः ; (b) चैत्ययज्ञः ; (c) अनुप्रवचनीयम् ; (d) पृष्ठदाज्यम् ; (e) पूर्णाहुतिः ; (f) ब्रह्माञ्जलिः ; (g) मधुपक्षः ; and (h) अनुस्तरणी . 2. What are the ingredients of मधुपक्ष ? To whom should it be given ? 3. When should the exclamations स्वधा, स्वाहा, and वत् be used ? 4. Mention the three lady teachers referred to in the काण्डपूर्णितर्पण ceremony ? How do you explain the inclusion of the name of Āśvalāya in the same ceremony ?

VI. 1. Write the rik [I. 1 (b)], (a) with the Samhita accent and (b) with the Pada accent. 2. Mark the accent in : (a) विश्वदेवसम् ; (b) सविता ; (c) शितिपादः ; (d) चित्रभानुः ; (e) रोदसी ; and (f) नराशंसम् . 3. Modernize : स धा नः सूनः शवसा पृथु-

- प्रगामा सुशेवः । मीद्वाँ अस्माकं बभूयात्. 4. Justify the following according to the rules of Pāṇini :—(a) दिवित्मता वचः ;
 (b) मघोनः रक्ष तन्वः ; (c) अनाशस्ता इव स्मसि ; (d) अहन्नेन प्रथमजामहीनाम् ; (e) अन्नपतेऽन्नस्य नो देहि ; (f) तूतुजान.
5. Give the Vedic forms for (a) आत्मना ; (b) तैः ; (c) स्मः ; (d) कस्य ; (e) आगच्छन्तु ; and (f) द्वयामः.

- VII. 1. Point out the grammatical peculiarities in (a) सूरुतम् ; (b) एहिमायासः ; (c) वर्षिष्ठम् ; (d) दूलभम् ; (e) जिहीडमानः ; (f) अमीवचातनम् ; (g) स्थिष्टकृत् ; (h) अन्नाधम् ; (i) नाकम् ; (j) सिसासन्ती ; (k) विराषात् ; (l) ऋघायमाणम् ; (m) वंसगः ; (n) विद्यनापसः. 2. Give the meanings of :—(a) दुवः, (b) पुरन्वी, (c) विश्वायुः, (d) रद्रवर्तनो, (e) कक्ष्यप्रा, (f) द्रापिः, (g) विद्वद्वसुः, (h) जराबोधम्, (i) मृत्य, (j) द्विप्रत्राजिनी, (k) अविदासिनः, (l) तलम्, (m) भ्राजः, (n) हरस्ती, and (o) नाराशंस्यम्. 3. Give the two meanings of :—(a) तुञ्जे तुञ्जे, (b) आकृष्णेन रजसा सविता आयातु निवेशयन्मृतं मर्य च.
4. What is the distinction between सवितृ and सूर्य in सविता वेति सूर्यम् ? 5. Give the roots and root-meanings of :—
 (a) असुरः, (b) सविता, (c) सन्त्यः, (d) चर्षणिः, (e) अग्निः,
 (f) इळा, (g) वह्निः, (h) उषस्, (i) स्योना and (j) सिन्धुः.
6. When is a verb used in ले त् form ? Give three examples.

SATURDAY, 24TH JANUARY, 10 A.M. TO 1 P.M.
HISTORY OF SANSKRIT LITERATURE.

I. 1. Enumerate the Daśagrathas of the Vedic literature.
2. Comment upon the following observation :—“The principle on which the Samhitā of the Rig-veda was made is different from that which guided the compilers of the Samhitās of the Adhvaryus and Udgātṛis.”

II. What is the object of the Brāhmaṇas? Name all the Brāhmaṇas and classify them under their respective Vedas. Point out the essential difference as regards subject-matter between the Brāhmaṇas of the several Vedas.

III. Give a brief account of the origin and growth of the Upani-shads, and enumerate the oldest and most important of them.

IV. What were the circumstances which gave rise to the Prākrit literature? Name the chief Prākrit dialects and the works in which they occur.

V. Relate briefly the story of any two of the following works and show how each of them can be regarded as having a special value of its own :—Nāgānanda, Mṛichchhakatika, and Harsha-charita.

VI. Supply the names of the authors omitted in the following passages :—

1. कीर्तिः—स्य प्रयाता कुमुदोज्जवला ।

सागरस्य परं पारं करिसेनेव सेतुना ॥

2. कविः—श्रीभवभूत्यादिसेवितः ।

निती यथो— तदुणस्तुतिवन्दिताम् ॥

3. बभूव वल्मीकभवः पुरा कविस्ततः प्रपेदे भुवि

ताम् ।

स्थितः पुनर्यो भवभूतिरेखया स वर्तते संप्रति— ॥

VII. Write what you know of the following works and authors :—Gobhila, Rig-vidhāna, Devatādhyāya, Ekachūrni, Chaturadhyāyikā, Nidānasūtra, Āvaghosha, Rāmila, Mahāvamśa, Vyādi, Khandana-khaṇḍakhādyā, Mankha, Ashtāṅgahṛidaya, Laghumananjūshā, Rudraṭa, Chitramimāṃsā, Gaṅgeśa and Śākatajāyana.

VIII. On what grounds can you establish the posteriority of Yājnavalkya's code to that of Manu?

IX. Who are the following characters and in what works do they figure? Bhairavāchārya, Pushpamitra, Somadatta, Vasubhāti, Vaiśampāyana, Malayaketu, Saudāminī, Śarvilaka.

X. Name the most important writers on Hindu Medicine, and give their approximate dates. Discuss the probability of any foreign influence on this science.

XI. Discuss the dates of the following authors:—Patanjali, Amarasiṁha, Āryabhaṭa.

XII. Write a short critique on the poetry of Kālidāsa, contrasting his poetic qualities with those of any other native poet known to you.

MONDAY, 19TH JANUARY, 2 TO 5 P.M.
HISTORY OF THE TAMIL LANGUAGE.

I. 1. Trace the history of the Tamil alphabet from the inception to the time it assumed its present shape. Show how modern Tamil characters, some of them, differ from those in the time of Tholkappiar. 2. The formation of vowel consonants (*எ. உ. இ. ஒ. ஔ. கு. கூ. கு. கு. சு. சூ. சு. சு. து. தூ. து. து.*) appears to be based on a certain simple process of linking the vowels with the consonants symbolically. Examine this.

II. "The genius of the Tamil language is utterly distinct from that of Sanskrit and there are characteristics peculiar to it." Examine carefully the first statement and give examples of the second.

III. 1. "The peculiar character of a nation is clearly traceable in its language. The people who above all else are contemplative and philosophical possess a language rich in its vocabulary of abstract thoughts and ideas. A language is full of expressions and words of a sensuous nature when those who speak them are a pleasure-seeking and a pleasure-loving people. A race which, owing to the peculiar character of the soil of the country which it inhabits, spends the whole time in hard labour for the necessities of life and whose whole thought is directed towards the everyday concerns of life, possesses a language characterized by a dearth of words expressive of higher emotions and sentiments." State what you think to be the peculiar character of Tamil in respect of the above. Illustrate your answer. A writer speaking of the English language says: "Our strongest passions and emotions and endearing appellations, nearly all that applies to actual life and business find expression in the speech of the Saxons." Apply this to modern Tamil so far as its purely Dravidian element is concerned, and state whether Tamil is similar to English in this respect and state also if there exist other similarities between Tamil and English.

IV. The writer of the article "English Language" in the *Encyclopædia Britannica* says: "In an ordinary book, a novel or story, the foreign elements will amount to from 10 to 15 per cent. of the whole; as the subject becomes more recondite or technical their number will increase; till in a work on chemistry or abstruse

mathematics the proportion may be 40 per cent. But after all, it is not the question whence words *may* have been taken, but *how they are used* in a language that settles its character. If new words when adopted conform themselves to the manner and usage of the adopting language, it makes absolutely no difference whether they are transferred from some other language or invented off at the ground. In either case they are new words to begin with; in either case also, if they are needed, they will become as thoroughly native, i.e., familiar from childhood to those who use them, as those that possess the longest native pedigree. In this respect English is still strictly the same language it was in the days of Alfred." Examine how far the above extract can with equal force be applied to the Tamil language in its relationship to Sanskrit, etc., illustrating your answers by examples.

V. "Every living language is in perpetual motion and alteration; some words go off, and become obsolete; others are taken in, and by degrees grow into common use; or the same word is inverted to a new sense and notion, which in course of time makes as observable a change in the air and features of a language as age makes in the lines and mien of a face." Illustrate with reference to Tamil. Do you find this idea expressed in the Tholkappiam? What is the corresponding Nannul sutram?

VI. 1. "The first thing that meets the stranger on landing at the coast of Coromandel is the number of rudely constructed rafts called *Cattamarans*. The dexterity with which the half-naked Indians of these parts use their oars should be seen to be admired. As he lands he finds all sorts of men approaching him. The first is the man who, with a smattering of English, volunteers his services to act between the Indians and the new comer. He is called *Dubash*. As soon as the stranger walks a few paces in the street, he comes across a heavy weight drawn by a number of men and women, one of them, the chief among them, called the *Mastry*, singing a song in *Tamil* said to be at least as old as the oldest language in the world; and the rest sometimes twenty or thirty in number uttering the chorus at certain intervals, the chorus being *Elelo, Elelo*. The headman gets no more than two pagodas per month: a pagoda being not more than seven shillings and a survival of the old *Pu Varagan* (star pagoda). The stranger soon drives through cool shady roads with bungalows and gardens on either side full of cocoa palms some of them so stunted that they yield when they are no more than six feet in height and which the people call *Nakkavari*. The dinner is ready as soon as the hotel is reached and the cook who is called *Kusini* is not behind his brother of the west in the culinary art." Write historical and other notes on the words italicised.

2. Write short notes on the following words:—*வெளிந், முச, மரூர், குமிழி, ஏழு, நல்* and *கெவு*. 3. Derive: *கொட்டம், எஸப்பு, இஸ்ராங்கு, அண்டில்*. 4. "The structure of the Dravidian verb is strictly agglutinative." Give the Nannul sutram which corresponds to this. Give one example and explain.

VII. Fix the dates of the following verses with reference to the style and the words used therein, and without reference to what you know of the works from which they were taken and the times during which their real or supposed authors flourished :—

1. பாடுபட்டுத் தேடிப்பண்டதைப்புதைத்துவைத்துக் கேடுகெட்டமானிடரேகேளுங்கள்—கூடுவிட்டின் காவிதான்போயினபின்பாரேயலுபவிப்பார் பாவிகாள்க்குத்தப்பணம்.—(கல்வழி.)

2. குறவர்மகட்குச்சலாமிடற்கேக்கற குமரனைமுத்துக்கு மாரனைப்போற்றுதும்.—(மீனுட்சியம்பையின்னைத்தமிழ்)

VIII. State the chief features that distinguish the Tamil of the Sangam period from that of the age of Kambar and his contemporaries.

TUESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

TEXT-BOOKS (i).

Kalithogai, Pathinuppatti, Tholkappiyam and Tamil Philology.

- I. 1. எட்டுத்தொகையுள் வைனயநூல்கள் பல்லோர் பாடிய தொகை நூல்களாகவும், சலித்தொகைக்மாத்திரம் ஒருவரே செய்த நூலென வேற்புடைத்தாகுமோ? 2. அகமூம் அசப் புறமூம் புறப்புறமூங்கிணைகளை வர்காவுழி அகத்திற் குப் புறமிலவ யெனவும் அகப்புறத்திற்குப் புறப்புறமிலவ யெனவுன் சுட்டுக் 3. குறிஞ்சிப்பாட்டும், பட்டினப்பாலையும் அகப்பொருட்டுறைகளுள் எவற்றின்கணாடங்கும்? அகப்பொருள் கூறுமிவற்றை அகநானாறு ஆதிய நாற்ரெஞ்சைகளிற் கோவாமற் பத்துப்பாட்டின்கட்ட கோத்ததென்னை?

- II. 1. “தொலைவாகி யிரங்தோர்க்கொள் நீயாமை யிலி [வென மலையிறங்கு செயல்குழந்த பொருள்பொரு ஸாகு மோ?”]

என் ஆகாது? ஈண்டுக்கூறியது நேரியதேயாகவும், “ஆகு மோ?” என்ற எதிர்பாரை யோகாரத்துடன் கூறியதென்னை? 2. தலைவிதானே தனுது வனப்புமிகுதி கூறுதல் பெருங்கி ஜெயின்பாற் படுவதாகவும், ஆசிரியர் அஃது வஜெத்தினைக் கண்ணும் வழங்குவதாகச் செய்யுட்ட செய்தல் ஏற்புடைத் தாகுமோ? 3. ‘இன்னிசை யெழிலியை யிரப்பவுமியைவ தோ’ என்புழிமேகமெனவும் ‘வளிதருஞ் செல்வஜை வாழ்த்தவு மியைவதோ’ என்புழி வாயுபசவானெனவும் நீரே பொருள்

படுவதாயிருப்பவும், நச்சினூர்க்கிணியர் இவற்றிற்குமானாக
'ஞாயிறு' எனப்பொருள்கூறல் பொருந்துமா ரெங்கனம்? அன்றியுங் கற்புடையார் ஞாயிற்றுத் தெய்வத்தை வணங்குகல் குற்றமாதலெவன்? ஞாயிற்று வணக்கம் எவ்வகை வாழ்த்தெ னப்படும்?

III. 1. மூல்லைப்பாட்டின் விஷயத்தைச் சருக்கி யெட்டுவரி களிலெழுதுக. 2. நக்கிரதேவர் காலத்திருந்த தலைக்கோலங் கள் எவ்வ? 3. மயிலை மகளிர்சாயலுக்குவரமை கூறுதலன்றி நடைக்குமுவரமை கூறுதலுண்டென்பதற்கு மேற்கோள் கூறுக. 4. 'கந்தழி' யென்பதென்னை? இது பத்துப்பாட்டினு ளெவு வெப்பாட்டினுட் கூறப்பட்டுளது? 5. 'கந்குலு நண்பகலுங் துஞ்சா வியல்பிற்கும், மங்குல்குழ் மாக்கடலார்ப்ப' தற்கு ஆசிரியர் தங்குறிப்பேற்றி யுரைத்ததென்னை? 6. பொருநாற்றுப் படையிற் பாடினியைப் புனைந்த புனைவின்களுள்ள சிறப்பின்னதெனக் காட்டுக. 7. புலவர் பாணர் முதலாயினாரை அரசராயினார் ழழிவிடும்போது செய்யவேண்டிய மரபென்னை? 8. 'வாழூப்பு' ஏதந்குவரமையென வெடுத்தாளப்பட்டுளது? யாண்டு? எவ்வாறு?

IV. 1. “தீயி னண்ன வொண்செங் காந்தட்
வேற் கலித்த புதுமுகை யூண்செத்
தறியா தெடுத்த புன்புரச் சேவ
லூஉ னண்மையி னுண்ணை துகுத்தென
கெருப்பி னண்ன பல்லிதழ் தாஅய்
வெறிக்களங் கடிக்கும் வியலறை தோறு
மணவில் கயழு மாமலைச் சாரல்.”

இதனை விரித்து விளக்குக. இதன்சன் முதலடிக்குப் பிறருறைத்த வரை யாது? அதனை நச்சினூர்க்கிணியர் ஆராயுமாதெங்கனம்? இதன்கணுள்ள அணிகள் யாவை?

. 2. “நின்குற்ற மில்லை நிரைதொடியும் பண்புடைய
ளெங்குற்றம் யானு முணர்க்கேவன்—பொன்குற்
றகுவி கொழிக்கு மணிலை நாடன்
தெரியுங்காற் றீய திலன்.”

இது யார் யாரை 'நோக்கி எவ்வமயத்தி வெதுகருதிக் கூறியது? இஃதெத்துறைத்து? இப்பாட்டின் உட்கருத்தெ ன்னை? 3. 'அகவிரு விசம்பி னுஶல் போல': இதற்கு நச்சினூர்க்கிணியர் கூறும் பொருள்யாது? இதற்கு உலபேயமெ

ன்னை? நேமினாதவரைகாரர் இதன்கணுள்ள 'ஆல' என்பத் தீரைக் கடைக்குறைக் குதாரணமாகக் காட்டியிருப்பவும், நச்சி ஞர்க்கினியர் இதனையிடைக்குறையாமென்றவென்? இருவர்கருத்து மென்னவோ?

V. 1. செவிலியாற்றிடை முக்கோற் பகவரை வினவியவழி அன்னர் கூறியவாய்மொழி யென்னை? தெளிவுபெறக் கூறுக. 2. 'வேலேரூா நெஞ்சத்துக், குறிப்பேவல் செயன் மாலைக் கொள்ளாடை யந்தனீர்': இதற்கு ஆசிரியர் நச்சினர்க்கினியர் உரைத்ததென்னை? இதற்கு வேறுமொரு பொருள் காண்க. 3. 'கலித்தொகை யுடையார்க்குச் சோதிடத்தில் (astrology) நம் பிக்கையில்லை' என்னுங் கூற்றை வலியுறுத்தற்குத்தக்க மேற் கோள் காட்டுக. 4. கடன்கொள்வார் கொள்வழிக்கொண்ட முகனும், அதனை யவர் கொடுப்புழிக் கொள்ளுமுகனும் வேறு படிமாற்றைப் புனைந்து கூறும் பாவதிகளை வரைக.

VI. 1. இனி வருவனவற்றை இனிது விளக்குக:—(a) 'கதுப் பென, மணிவியற் கலாபம் பரப்பிப் பலவுடன், மயின் மயிற் குளிக்குஞ் சாயல்.' (b) 'நெடுமரக் கொக்கின்றவுடிவிதிர்த்த, தகைமாண் காடி.' (c) 'இசை நுவல் வித்தி னசையே ருழவர்க் குப் புதுநிறை வந்தபுனல்'. (d) 'வெண்புடைக்கொண்ட துய்த் தலைப்பழன்'. 2. 'காவிதியாக்கள்', 'சண்ணுள்ளினாஞர்', 'ஆரிப்படிகர்', 'இறதிப்பொம்மல்', 'பாயம் பாடுதல்' என்ப வற்றிற்குப் பொருளும்; 'அந்தனர், ஆடவர், மாயோன், பாதிடி, தழின்சி' என்பவற்றிற்கு நச்சினர்க்கினியர் கூறும் உறுப்புப்பொருளும் எழுதுக.

VII. 1. "தானால் விலங்காற் றனித்தாற் பிறர்வாத்தால் யானை யெறித விளிவரவால்—யானை யொருகையுடைய தெறிவலோ யானு மிருகை சுமந்துவாழ் வேன்."

2. "இளையர்முதியரென விருபால்பற்றி விளையுமறிவென்னவேண்டா—விளையஞ்சுத் தன்றுதொமநுகர்தற்குத்தான்காம மொன்றுதுநீத்தானுள்ளன்."

3. "ஒருயிராக வுணர்க வுடன்கலந்தார்க் கீருயிரன்ப விடைதெரியார்—போரின் விடனேந்தும் வேலாற்கும் வெள்வளையினுட்கு முடனே யுலந்துயிர்."

4. “வாதுவல் வயிறே வாதுவல் வயிறே
 நோவே னத்தை னின்னீன் றன்னே
 பொருங்தா மண்ண ராகுஞ்சம முருக்கி
 யக்களத் தொழில்செல்லாம் மிக்க
 புகர்முகக் குஞசர மெறிந்த வெஃக
 மதன்முகத் தொழிய நீபோக் தனையே, அதனால்
 எம்மில் செய்யாப் பெரும்பழி செய்த
 கல்லாக் காளையை மீன்ற வயிறே.”

இவை முறையே புறப்பொருளின்கண் எவ்வெத்தறையினாம்? இவற்றின்கணுள்ள அணிகளைவெலவை? இவற்றுள் இரண்டாஞ்செய்யுளை யலகிடுக. நான்காவது எவ்வியாப்பிற்று?

VIII. 1. பாண்டவருங் கெளரவருங் கலித்தொகையில் யான் இக் கூறப்பட்டார்? கூறப்படல் வேண்டிய காரண மென்னை? ‘திருக்காட்டிரன்’ எவ்வாறு புளையட்டபெற்றார்கள்? என்? விளக்கி யெழுதுக. 2. “செருமேம்பட்ட வென்றியர், வருமெனவாந்தன் றவர் யாய்மொழித் துடே” என்பழி ‘வென்றியர்வரும்’ என்று கூறுதல், “பல்லோர் படர்க்கை” யென்ற குத்திரவிதியொடு முரணுதலிற் பிழை யன்றே? 3. “இளமை நாணி முதுமை யெய்தி, யுரைருடிவு காட்டிய வரவேன்” யாவன்? இதன்கட்ட பொதிக்கையைச் சுருக்கி எட்டுவரிக்கு ளெழுதுக.

IX. 1. ‘சட்டை யணிதல், பாசரணை’: இவற்றைக்குறித் தற்குப் பத்துப்பாட்டில் வழங்கிய சொற்றெடுர்கள் எவை? 2. ‘நெகிள்வாடை,’ ‘மலை படுகடாம்’ என்ற நூல்களின் பெயர்க்காரணத்தைத் தொளிவுறக்க கூறுக. 3. நாற்றிசைக்காற்று கட்கும் முறையே வழங்கும் பெயர்கள் யாவை? 4. ஆற்றுப் படைகளெல்லா மெத்தினைக்கண்ததுறையிலடங்குவனவாம்? 5. ‘அழுதல், அரற்றல்’; ‘நினைதல், கருதல்’; இவை தமிழுடைய பெருள் வேறுபாடென்ன? 6. ‘சவை’ யாவதென்னை? பெருமிதத்திற்கும் வெகுளிக்கும் பேதம் யாது? அச்சமும் அவலமும் எவ்வெவ்வுற்றினடியாகப் பிறக்கும்?

X. 1. இலக்கணக் குறிப்பெழுதுக:—‘ஒனியோடற்பாள்’, ‘மதித்தீதை’, ‘உண்ணலுமுண்ணேன்’, ‘மறங்கைக்கு’, ‘தகானாகு’, ‘எமியேம்’. 2. “யாமல னின்றும் வருதும்” என்பழி ‘வருதும்’ என்பது என்ன காலங்காட்டுகின்றது?

நியாயத்துடன் விடை யெழுதுக. 3. ‘உடம்பொடுணர்த்தல்’ என்றாலென்னை? இதனையாசிரியர் தொல்காப்பியனுர் ஏதன் கணடக்கினர்? இதனை யோருதாரணங்காட்டி விளக்குக. 4. ‘ஆனின்று, கின்று, கிறு’ என்னும் நிகழ்கால விடை நிலைகளின் தோற்றச்சைப்பற்றித் திராவிடசப்தத்துவ நாலுடையார் கருத்தென்னை? அதன் ஏற்புடைமையைக் குறித்துச் சொல்வ நேயாராய்த.

TUESDAY, 20TH JANUARY, 2 TO 5 P.M.

TEXT-BOOKS (ii).

I. 1. கம்பரும் கூலவாணிகள் சாத்தனாரும் இன்னின்ன நூல்களிற் பயின்றிருந்தார்களெனச் சில திருட்டாந்தங்களோடு எழுதுக. இவர்கள் காலமின்னவென நியாயத்துடன் கூற. 2. இராமாயணத்திலும் யணிமேகக்லையிலும் பரீக்ஷூக்குச்குறித்த பாகங்களின் சாரமென்ன? 3. “சரத்தின் தாளையால்” கரது ஷண்ரை வென்றவரும், “வெஸ்ரி வெஞ்சிலையலால் வேறு வே ஸ்ரீமோ” எனப்பட்டும் பெற்றவருமாகிய இராமர் இராவணனுடன் பொருதற்குத் துணை தேடியதேன்? 4. குரக்கினத்தைச் சேர்ந்த வாலி சுக்கிரீவரிடம் மேலான அறிவு விளங்கின தெப்படி? 5. இராமர் மறைந்து நின்று வாலியை எய்ததற்கு இரண்டு நியாயமெழுத. எய்தபின் வாலி என்ன சொன்னான்?

II. 1. இராமர் பிறந்தாலங்குறிக்க இராமாயணத்தில் வென்ன ஆதாரமிருக்கின்றது? கிறீஸ்தவுக்கு 961 வருஷங்களுக்கு முன் இராமர் பிறந்தாக Bentely என்பவர் நிச்சயித்திருக்கிறார். உமது அபிப்பிராயமென்ன?

2. “துங்கன் நான்கின் விரசுகவென்பால்,”
“மாவியல் வடத்திலை நின்று வானவன்,”

தென்றிலைக் கேள்வுன்—இவற்றைக்கொண்டு இராமலட்சுமணரும், “இருதினவேணில் ஏரிக்திரிடப்பத்து” என்றதைக் கொண்டு யணிமேகக்லையுமிருந்த இடங்கள் நிரட்ச (equator) கேட்கயிலிருந்து இவ்வளவு தூரமிருக்கலாம் என்று கூறுக? 3. குரியன் பேஷாயனத்தில் கார்த்திகை நட்சத்திரத்திலும் அச்சுவினி நட்சத்திரத்திலும் பிரவேசித்த காலங்களுக்கிடையிற் சென்றவருஷங்களெத்தனை? பேலே குறித்த அச்சுவினி நட்சத்திரப் பிரவேசத்தைக் கண்டுபிடித்தவர் யார்? 4. இந்து சோதி

டர்களுக்கு அயனசலனம் (precession of the equinoxes) தெரிக் கிருந்தது என்பது எதினால் விளங்கும்?

III. அடியில் வருவனவற்றை இராமாயணத்தைக்கொண்டு விளக்க. 1. ஒருபொருளைக் குறிக்கும் பரியாய நாமங்களில் பொருத்தமுடையதைப் புணர்த்தல். 2. இயற்கைப்பொருள்களின் இலட்சணங்களை உள்ளவாறு வர்ணித்தல். 3. வெவ்வேறு நிலைமைக்குங் காலத்துக்குமினசைய மனிதர்களுக்கு செயல்களை விவரித்தல். 4. ஒருவன் தன் மனைவிக்குப் பிரியமில்லாததைச் செய்ய வெண்ணியவிடத்து அவளைச் சமாதானப்படித்தும் உபாயம். 5. மற்ற இலக்கியங்களில் அருகித்தோன்றும் நடை இராமாயணத்தில் பரக்கக் காணலாம். 6. அடைமொழிகள், உலமை—இவற்றின் வனப்பு. 7. பெரியோரை எதிர்கொள்ளும் முறை. 8. குறிப்பால் பொருளுணர்த்தல்.

- IV. 1. நீட்டாகலுமிமேகமோடாநீருமோடாநேர்
ஆடநாகமோடமானயானையோடவாளிபோம்
மாடநாகலுமிசாரல்வாளையோடும்வாவிழு
டோடநாகமோடவேங்கையோடும்பூகமோடவே.
2. மூள்கிழிம்குழியிற்புக்கலூரிவெங்களினல்யானை
தொள்கொடுங்கிடந்ததென்னத் துயருழுந்தழிந்துசோ
[ரும்].
3. இரக்கமெங்குகுத்தாயென்பாலெப்பிழைகண்டாயப்பா
பரக்கழியிதாநீஷுண்டாற்புகழையார்பரிக்கற்பாலார்.
4. அல்லல்செய்யலுணக்கபயம்பிழை
புல்லலென்னவும்புல்லலைபொங்கினுய்.

(a) 1-க்குப் பதவுரையும் மற்றவைகளுக்குப் பொழிப் புரையு மெழுத—(b) 1-ம் செய்யுளின் பொருட்டெளிவுக்காகக் கவி யென்ன செய்திருக்கிறார்? (c) 2-வதில் ‘குழி’ என்றதந்து இலக்கியங்களில் வழங்குங் திரிசொல்லென்ன? (d) 3-ம், 4-ம் யார் யாருக்குச் சொன்னவை? சொன்னவர்களின் தன்மை என்னவென விளங்குகின்றது?

- V. 1. இவற்றுக்கர்த்தமென்ன? (a) வரைமுதற் கலப்பை கள்; (b) எழுந்தவாய்பிகளிடறின செறிதயிரேய்ப்ப; (c) கட்டபோதல்து மயிலைக் காண்டுமோ; (d) களனவிலன்னம்; (e) எண்ணுளார் இயலுளார் இசையுளார்; (f) தருமமோபிறிதொன்றுமோ தக்கிலதென்னும் பக்கம்; (g) கருமங்கட்டளை, யென்றல்

கட்டதோ ; (h) உயிர்கள்டலதோவலையோ. 2. கல்லூப, கட்ட, தக்கிலது, (h)-இல் ஈற்றிலுள்ள வினை-இவற்றுக் கிலக்கணக் குறிப்பெழுதுக.

VI. 1. மேம்பட்ட தருமம் இராமாயணத்தின்படி யென்ன? மணிமேகலையின்படி யென்ன? அவற்றுள் ஏற்றமுடையது இதுவென நியாயத்துடனெழுதுக. 2. அனுமான், சுக்கிரீவன், புத்தன் இவர்களைக் குறிக்கும் பெயர்களில் இவ்விரண்டுக்குறி அவற்றுள் ஒவ்வொன்று க்குப் பொருத்தங்காட்ட. 3. தம்பல், குள்ள, குரி இவற்றை யெங்தெந்தச் சோந்தஞ்சுக்குப் பதிலாட்க்கம்பர் வழங்கியிருக்கிறார்? 4. இராமாயணத்தில் வழங்கியிருக்குங் திசைச்சொந்தகளை யெழுதுக. 5. பெளத்த சம்பிரதாய வழிக்குக்கு இரண்டுதாரணங்கூற.

VII. 1. “ஆங்கதன் பயனே யாருயிர் மருந்தா - யீங்கிப் பாத் திரமென்கைப் புகுந்தது;” “தவந்தீர் மருங்கிற்றனித்துயருமுங்கேன்-சுமங்கென் பாதத்திரமென்றனன்”—இவற்றை, “ஆதரித்தவளைக் காண்டற்கணுக்கினிரெண்ணினன்னான், தீவில்தாய்யச்செய்த செய்தவங்கெல்வங்களே”—என்றதோதிடுப்பிட்டுத் தெத் தவத்தின் நோக்கம், பேறு இன்னின்னவென்று தெரி விக்க. 2. அடியில் வருவனவற்றுக் கர்த்தம் வேண்டும். (a) “காவதங்கிரியக் கடவுட் கோலத்துந்—தீவுதலைகை செல்வனந்தோ ன்றிக் கலங்கவழி மகளிரின வந்திக்கெய்திய விலங்குதொடி நல்லாயார் நீயென்றலும்.” (b) “தாயிறுவாக்குழவித்தயர் கேட்டு.” (c) “நாத்தொலைவின்றி நன்குமைறந்தபின்”. (d) பிற வியென்னும் பெருங்கடல் விலை மறவிநாவாயாங்குளதாலவிற் ரெருமுது வலங்கொண்டு வந்தேனீங்கு.” (e) நல்கினை சேளாய்; சலாகை நுழைந்த அச்சவை; கலங்கிற பொழியும்; வடித்தேர்த்தானை. 3. பசியின் கொடுரையை விளக்கும் திருட்டாந்தம் மணிமேகலையிற் காட்ட. 4. “சுவ்வையின்றுக நுங்கள்வரவு” —இதையொத்த அடி மணிமேசலையிற் காட்ட.

VIII. அறவணர்த்தொழுத காதையைச்சுருக்கி யெழுதுக.

IX. 1. (a) வல்லம்புவிழுபுசவாயிற்கருப்பின்மற்பிறப்பைக் கொல்லம்புவியொர்வகுளங் கொண்டார் கொடுங் [கோரு கட்டங் சல்லம்புவியிட்டெதிரிடப்பாய்வதுதா யென்றிங் [கோர் இல்லம்புவிழுபுண்டம்புவிமீளவெழுகின்றதே.

(b) போக்தேறுகவென்றிமையோர் புகவினும் பூங்கொ
 டிலின்
 வேங்தேறுதர்ஸ்தவன்வீடேபெறினு மெழிற்குரு
 கூர்
 நாங்தேறியவற்வின்றிருவாய்மொழினாளுகல்கும்
 தீங்தேறலுண்டுமலுக்கித்தியேவந்து சித்திக்குமே.

- a-க்கு : பதவரையும், b-க்குப் பொழிப்புரையுமெழுதுக.
 2. சட்கோபரந்தாதியைப் “பதிகம்பதிகமதாக விசைத்தனனே”
 —என்றதென்ன ? 3. சட்கோபரந்தாதியில் நம்மாழ்வார் பிறப்பு
 முதலியன எவ்வாறு குறிக்கப்படுகின்றன ? 4. அடியில்வருவன்,
 வற்றின் பொருள்கொண்ட அடிகளை அந்தாதியிற் காட்ட.
 (a) செய்வதறிகல்லேண் யாதுசெய்வேன்கொலோ ஜவாயரவினி
 கைப்பட்டு. (b) கிணற்று நீரை வெள்ளங் கொள்ளாது.
 5. இவற்றை விளக்க:—(a) அன்றூத அன்றில் ; (b) சரவாதம்,
 (c) கண்டமாற்றம், (d) திரக்குங்கழை, (e) உரிக்கின்றகோடல்,
 (f) தென்னைபுரைக்கும், (g) துரைதுடைத்து, (h) தென்றலைத்
 தோன்றும். 6. இவற்றின் பொருளும் சந்தர்ப்பமும் விளங்க
 விரித்துரைக்க—(a) பொன்முடியாற் கடறூர்த்த வில்லான் ;
 (b) தாய்போலுதவி செய்தாய்க்கடியேன் ; (c) குருகைப்பிரான்
 வந்து சங்கித்தது ; (d) வேலைசுட்டசிலையாரமுதினாடி.

X. இவற்றுக்குதாரணம். 1. தமக்கெண்று பொருளில்லாத
 வினைகளுக்குச் சந்தர்ப்பத்தின்படி பொருள்கொள்ளல். 2. பால்
 தெரியாவிடத்துப் பலர்பால் வழங்கல். 3. ஒரு சொல்லை இரு
 முறையுக்கல் பிற்காலத்து வழக்கு. 4. திணைவிரவினவிடத்து
 மிகுதியால் வினையமைத்தல்.

WEDNESDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.
 ESSAY.

Write an essay on :—

The Hindu ideal of womanhood, giving quotations from
 Dravidian authors to substantiate your statements.

THURSDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.
 TEXT-BOOKS (iii).

Thevāram, Periyatirumoli, Koipurānam, Prabodhachandrōdayam.

I. 1. தமிழும் கீர்வாணத்தைப்போலவே தேவபாவை என்க
 பதற்குச் சரித்திர சம்பந்தமான நியாயங்கள் கூறுக, 2. திரி

பதார்த்தங்களுக்குச் சைவசித்தாந்திகளும், வசிஷ்டாத்தவைதி
களும் வேதாந்திகளும் முறையே வழங்கும் பரிபாஷா வசனங்
களைவு? 3. தேவாரம் தமிழ் மறையென்பதற்கும், பெரிய
திருப்பொழி நம்மாழ்வார் பிரபந்தத்திற்கு அங்கமென்பதற்கும்
நியாயமெழுதுக. 4. வேதமோதுங்கால் ஆதியிலுபந்தத்திலுங்
கூறவேண்டிய மொழிகளுக்குப் பொருத்தமாக எம்மொழி
களைத் தமிழ் வேதபாராயணத்திற் கூறுவது மரபு? அவ்விரு
மொழிகள்கும் சமானத்தன்மையை விளக்கிக் காட்டுக.

II. 1. திருநாவுக்கரசு சவாமிகள் வைனைய மதங்களை இன்ன
வாறு கருதினுரென்பதற்கு அவருடைய தேவாரத்தையே பிர
மாணமாகக் காட்டுக. 2. வேதத்திற்கும் ஆகமத்திற்குமூலான
பேசம்யாது? 3. அத்துவைதக்கல்ப்பை வாகீசர் என்ன உதார
ணங்களினால் விளங்குகின்றனர்? 4. “ஆடன் மயானத்து பகி
ழந்தமைங்கன்.” என்னுடைய மயானபென்பதெத்தனை? ஏதேனும்
மேற்கோளுடன் விடைபகர்க. 5. “பாற்றடைத்தலைக்கேயேந்திப்
பலிதிரிந்துண்பர்போலும்.”—இது விஷயமாகச் சைவசித்
தாந்திகளும் வசிஷ்டாத்தவைதிகளும் கொண்ட கோட்டாடு
களை விரித்துரைத்து, அவந்தறைச் சமரசப்படுத்துவதற்கேற்ற
நியாயக் காட்டுக. 6. “பின்னிலேன் முன்னிலேனேன் பிறப்ப
றுத்தருள் செய்வானே”—இதை நன்கு விளக்கி, இச்னாலறி
யத்தக்கதிடித்தன விளக்குக.

III. 1. பெரியதிருமொழியிலே நீர் வாசித்த பாகத்திலுள்ள
எவையேனுமிரண்டு கேரவைத்தறைகளை அவ்வவற்றிற்குரிய
கிளவி சகிதமாகக்குறிப்பிடுவதுமன்றி, அவ்வவற்றின் ஞானாந்த
தங்களையும் விளக்குக. 2. கோவைத்துறைகளிலே, பாங்கன்,
பாங்கி, செவிலித்தாய், நந்தூய், இவர்கள் ஞானர்த்தத்தில்
எவை? 3. “பணியன்னவ்”—இதற்கு வியாக்கியானக்காரர்
கள் கூறும் பொருளைன்ன? 4. “இடைகழிப்பெந்தன்”—
இதனாலுதகரிக்கப்படும் சரித்திரம் யாது? 5. திருக்கண்ணம
ங்கையிலுள்ள பெருமானைவழுத்துங்கால் ஆழ்வார்—“நின்றை
ழூர் நின்ற நித்திலத்தொத்தனை”—என்பானேன்? 6. வைண
வசித்தாந்த ஆகமத்திற்கு என்ன பெயர் யாது காரணத்தினால்
வழங்குகின்றது?

IV. 1. உமாபதி சிவாசாரியரது தெய்வீகத்தன்மையை விளக்
கத்தக்க ஏதேனு பொரு செய்யுளை ஏழுதுக. அவரது சால
த்தை எடுத்துக்கொண்டு எதுவென அறியலாமும்? 2. சிதம்பர

மாண்மியத்திற்குக் கோயிற்புராணமென்னும் பெயர் எவ்வாறு பொருத்தமுடைத்து? வைணவர் எனத யாது காரணத்தினால் கோயிலென்பார்? 3. உமாபதிசிவாசாரியார் சைவசப்யாசிரியர் களைவழூத்துங்கா வனுசரித்த வரிசைக்கிரமத்திற்கும், மூவரை ஒரு பாசரத்தாலும் யணிவாசகரைத் தனிப்பாசரத்தாலும் துதித்ததற்கும் தக்கநியாயம் கூறுக. 4. யணிவாசகரைப்பற்றிய தோத்திரத்தில் அவரது நூலெல்வாறு உதகரிக்கப்பட்டிருக்கின்றது? 5. கோயிற்புராணத்தில் மாணிடப் பிறவியை வியக்குஞ்செய்யோயும் அதற்காதாரமாக நீர் வாசித்த தேவாரப்பாசரத்தைபும் வரைக.

V. 1. தேராட்டிக்கயங்காட்டுநிரண்மாக்கட்டயஸுட்டிப் போராட்டிப்புறங்காட்டிப்போங்காட்டித்துவால்கமமூநோட்டிச்சுர்மாட்டிநிகழ்நாட்டித்துகழ்நாட்டும் பேராட்டிசீராட்டும்பிள்ளோயர்கழல்போற்றி.

முதலிரண்டடிகளில் கீற்றிட்ட சொற்களைமாத்திரம் பிரித்தும், மூன்றாவது நான்காவது அடிசளில் கீற்றிட்ட சொற்களுக்கு நெங்காட்டியும் பொழுதிப்புறை எழுதுக.

2. பரபதகங்காதரவரவிந்தாசனனுச்சிச்
சிரமரிகண்டாவிருட்டருசண்டாமிகுதெவல்வர்
புரமெரிகண்டாபவமிரிகிண்டாவெனவோதிக்
கரமலர்சிந்தாவரகரவென்றார்சணநாதர்.

கீற்றிட்ட சொற்களுக்குப் பொருத்தமான வடமொழி நாமங்களையழைத்து இச்செய்யுளுக்குரை பகர்க. 3. “உலகும் பர் சென்று தொழுவருள் சுரக்குஞ் சிவகாபசுஞ்சரி” —இதற்கு இருவகையாகப் பொருள்கூறுக. 4. நடேசப் பெருமானும் உமாதேவியாரும் ஒருவரையொருவர் நோக்கி நிற்பதன் சைவ சித்தாந்த வண்மை யாது? 5. உமாபதிசிவாசாரியார் கூறும் அனுதி நித்தியப் பொருள்களைவை? 6. “ஓராதவர் மோகமோ ழுத்தருளா லொருந்தாண்டமாடலுகந்தான்.” —எதனை ஓராதவர்? நடனமெவ்வாறு நதனையகற்றும் பான்சையாது? 7. அனாந்தனை நோக்கி “எம்மையுண்மை செப்புது முணர்கவென்று கூறி ணன் தேவதேவன்.” கூறியவுண்டையை ஒரு பக்கத்துக்குமேற் படாமலெழுதுக.

VI. 1. சத்துவசிரத்தை உபநிடதையிடஞ் செல்லப்புறப்படுதல் எவ்வாறுவழிக்கப்படுகின்றது? 2. தமன், சங்தோஷத்தின் முத

வியோர்க்கு முறையே விரோதிகளைவார்? 3. சத்துவசிரத்தை உபநிடதையிடஞ் செல்லப் புறப்படுதல் எவ்வாறு உவமிக்கப்படுகின்றது? 4. இரவுச்சம், குலமகளிரிலக்கணம், அகங்காரம், இவற்றிலேதேனு மொன்றைப்பற்றி நீர்வாசித்த கருத்தை ஆசிரியப்பாவிலமைத்தெழுதுக.

SATURDAY, 24TH JANUARY, 10 A.M. TO 1 P.M.

HISTORY OF TAMIL LITERATURE.

N.B.—The answers to be in Tamil.

I. "Every poet must, by that large sympathy which is part of his nature, reflect in himself the prevailing ideas and influences of his time." Refer to some Tamil poets, and examine the work of one of them, in illustration of the truth of this statement.

II. Write notes on :—ஊசிமுறி, நாந்தி, பரணி, வெள்ளிப்பாட்டி, மேற்கணக்கு.

III. Explain clearly the allusions in any three of the following :—
 1. "கொண்டவன் பின்சென்று மண்டலத்தே புகழ்கொண்ட பிரான்." 2. "நந்திகலம்பகத்தான் மாண்டகதை நாடறியும்." 3. "கொம்பை வெட்டிக் கால்கொடும்." 4. காவலவன், மண்ணிற்கடவின் மலையிற்பெரியதென, என்னிக்கொடுத்த வேற்றக்கை." 5. "சோழன் சிவாற்பரச்சொல் தோற்றுமைதானின்த வுலகேழு மறிந்தது." 6. "கரும்பிற்கணு நிகர்த்தேன்காண்."

IV. 1. Illustrate the distinctive qualities of the writings of சீத்தலைச்சாத்தனார், புகழேந்தி and திருவெண்காட்டடிகள் by reference to specific works. 2. Three authors go by the name of பெருந்தேவனார் in Tamil literature. State their respective age, religion and works. 3. Name the works in which the following personages figure :—செல்வங்கி, சயம்பிரபை, தேவந்தி, வண்டையர்கோன். 4. What are the works included in இயற்பா? Name any six of பண்டாரசாத்திரம்.

V. 1. Arrange in chronological order, assigning very brief reasons :—திருஞானசம்பந்தர், சட்கோபர், வாதலூரர், இராமாநுசர், பேராசிரியர், சேக்கிழார். 2. Name (a) the works of அமிர்தகவிராயர், குருபாதாசர், காங்கெயர், திருவரங்கத்தமுதனார் : (b) the authors of அழகர்கலம்பகம், திருச்சந்தவிருத்தம், வைராக்கியசதைம் : (c) the commentators of கல்லாடம், தண்டியலங்காரம், திருவிருத்தம், சித்தியார்பரபக்கம். 3. Who are எம்

பெருமானு, தென்னவன் பிரமராயன், நாலீற் and கொல்லி காவலன்? 4. Name the earliest and the latest of the metrical lexicons. 5. How far is Tamil literature indebted to the Tamil colonists of Ceylon?

VI. 1. From what works are the following taken?—(a) “பழியின்மை மக்களாற்காண்க.” (b) “பிற்றை நிலை முனியாது கற்றனன்றே.” (c) “அறிவெனப்படுவது பேதையார் சொன்னேன்றல்.”

2. Cite parallels from Tamil literature for any three of the following:—

- (a) “Virtue is the fount whence honour springs.”
- (b) “Hunger is sharper than the sword.”
- (c) “It is more blessed to give than to receive.”
- (d) “Poverty is the Muse's patrimony.”
- (e) “To revenge is not valour, but to bear.”
- (f) “Sum up at night what thou hast done by day,
And in the morning what thou hast to do.”

3. Give examples from Tamil epics (giving approximate references or explaining the contexts) of:—(a) “இயம்புமொழி கிள்ளை பிரங்கிசையாழ்வீனே, வயங்கு கருங்குயில் வண்டுவை.” (இரத்தினச் சுருக்கம்.) (b) “நந்துடனே பூகம் வரிக்கழுத்து.” (மூ.) (c) “கொண்ட வரோமக்கொடிக்கே யெறும்பொழுகும், வண்டொழுக்கும்.” (உவமான சங்கிரகம்.)

VII. Into what epochs would you divide the History of Tamil literature? State briefly the chief features that distinguish Sangam literature from Post-Kamban literature?

VIII. Prepare an article (not exceeding two pages of your answer book) on Tamil prose literature for a Tamil magazine.

IX. Comment upon:—

“திருமாற்பயோதத்தித் திருமந்திரவழுதினைத் திரும
[சட்குயின்முகந்து
சேனைமுதலிக்கோப் பெயக்காரி சேய்ச்சைனத்தேங்கி
[ாதமுனியாகு
மருமாற்கடம்வார்ந்துயக்கொண்ட வள்ளன்முவார்
[ந்து சோமரன்வா
யால்வழிஇயாழுனரிய வந்தியுந்திபூன்றுரியக்காலி
[பென்முகிக்

கருமாற்றிராமானுசக்ஞன் கழுமியெழுபாளுன்று அ^[ம்புகாலக்]
காசினிப்பணையிர்க்கட்டு வளரவயன்மதக்காராக்கண்
[மேய்த்தடாது]
பெருமாற்குவிளையுள்வீட்டடையப் புறந்தரும்பெருவே
[வியாமெய்ப்பிரான்]
பேசுபயவேதாந்ததேசிசன்று டெருவுல்பேரழகனுற
[மையவோ.]

MONDAY, 19TH JANUARY, 2 TO 5 P.M.
HISTORY OF THE TELUGU LANGUAGE.

I. 1. To what family of languages do modern philologists generally trace Telugu and other Dravidian Dialects, and for what reasons do they exclude them from the Indo-Aryan Family?

2. Compare the names of the most common ideas, including personal pronouns and cardinal numbers, in Telugu and any other Dravidian Language to show that they are cognate to each other.

II. 1. Compare the Telugu Alphabet with the Sanskrit and Kanaresse Alphabets.

2. Can you infer from a reference to the words ' விபி ' and ' வாது, ' what instruments of writing were employed by the ancient Aryans and the Telugu people?

3. What is Ardhanuswaramu? What are the general rules to determine its place?

III. 1. Languages are, on morphological considerations, divided into four classes. What are the names and distinguishing features of these classes? In which of these classes would you place Telugu? What are your reasons for doing so?

2. Explain clearly what you mean by ' ப்ரகாஶ ' and ' ப்ரத்யேயமு. '

3. Which of the so-called விடக்கி ப்ரத்யேயமுலை do not really deserve the name? Give reasons in support of your answer.

IV. How are present and future tenses formed in Telugu, according to (1) Andhra Sabda Chintamani and (2) to Andhra Bhasha Bhushanamu? Which of these forms do you consider to be of more recent origin and why do you consider so?

V. 1. What are ' தஷ்டுவமுலை ' ? Distinguish தஷ்டுவமு from விகாரி.

2. Give instances of Tadbhavams with denotations changed, and with denotations narrowed.

3. Give three examples in support of the statement that after the advent of the Aryans into the Telugu country some of the native words were 'degraded' in sense.

VI. 1. Give an account of the Pre-Aryan civilization in the Telugu country from a study of the Telugu Vocabulary.

2. Write etymological notes on 'ఆఁడుడి,' 'కొనియాఁడు,' 'తెలుఁగు,' 'వెలుఁగు,' 'ఇంబలు,' 'మంబలు,' 'కోపలు,' 'ఇల్లటము,' 'చలువయిసుకు,' 'చందమాము.'

VII. 1. Estimate the evidence for and against Nannaya's Authorship of Andhra Sabda Chintamani.

2. To what extent is Telugu influenced (a) by Dekhani and (b) by English?

3. Illustrate the remark that "Sanskrit has left its marks even in the Syntax of the Telugu language."

VIII. 1. How do you account for the scarcity of philosophical and scientific literature in Telugu?

2. Is there evidence to show that there had been Telugu Literature before the translation of Mahabharata?

3. What are the linguistic peculiarities of the three periods of Telugu Literature?

IX. 1. Are there indigenous metres in Telugu Poetry? What are they? How are they indigenous?

2. Account for the existence of 'విశ్రమము' in the Telugu Prosody. Give two examples from Tikkana's composition to show విశ్రమము in Telugu is not what it ought to be according to its meaning.

TUESDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

TELUGU: TEXT-BOOKS AND GRAMMAR (I.)

Bharatamu, Santi Parvamu, Cantos 4 & 5; Manu Charitra, Canto 4; Yayati Charitra, Cantos 3 & 4; and Bilweswari-yamu, Canto 1.

I. 1. ఈపయి గ్రంథములకు గృతీకర్త లెవు? ఇవెవరికి నం కితముఁ తేలుఁఁడినవి? 2. భారతక పులక బింబునామంబు లెవ్వి? 3. మనసరిత్రము, లిల్యేళ్వ్యరియము, యయాతిరిత్రము—ఇవి యేమూలగ్రంథములనుండి తేఱడినవి? 4. మనసరిత్రకారుని కవితా భోరణి యేలాటి, ధని ప్రసిద్ధమయిననో సకారణంబుగఁ డెలుపునది.

What is the striking peculiarity in style of Canto 4 in Manu Charitra? 5. మనుచరిత్రకార్యం డవ్వుబ్లాషాపదములఁ బ్రియోగించి నందులకు నుదావారణముగా మిారు చదివినబ్లాగమునుండి యొక పద్మము ప్రాయుసది. ఇతనిసమకాలికు లెవరు? 6. భూరత ఏతి హోనమూ పురాణమూ? తల్లిక్కుఁబు లెవ్వి? 7. When and during whose time was Yayati Charitra written? Give reasons for your answer. 8. శాంతివర్వంబునకు "శాంతి" యనునామం బేకారణం బునఁ గలిగి యఱండు నని యూహింపవచ్చును? 9. ఆశ్వాస మనఁగా నేమి? సంస్కృతకావ్యములందును, నాటకములందును నిట్టిసంకేత నామంబు లెవ్వి? బిల్యేశ్వరీయములు? బింబ మని చెప్పటికుఁ గార ణంబేమి?

II. 1. యయాతిచరిత్రలో శ్రీరాములకథ వచ్చుటకుహేతు వేమి? 2. బిల్యేశ్వరీయమును రచించుటకుఁ గారణములు దెలిపి యిక్కుతి కర్తుచేఁ జేయఁబడినయితరగ్రంథములఁ గొన్ని టినిం బేర్కూనుడు. 3. మనువు లెండఱు? ఇప్పటిమును వెవడు. 4. మంకి అనుసత్తఁడు తనలోఁ దాను చెప్పకొన్న సంగతియొక్కసారాంశం భెద్ది? ఈతని చరిత్ర మేసందర్శమునఁ జెప్పఁబడ్డది?

III. 1. జ్ఞానిథిప్రసాఫుమెయిఁ గ్రాఁగ్గఁగ్థావ్హియంత్రసంచయం బూనిక్కుమైఁ జలింప నఫుమో పొగ్గైమై చనబ్లాషయన్నచోఁ భోసిధి సంచరించు నిది పుణ్యజయధ్వజధుమనొకగా పోనగుదీనఁబుఇలకబోందుగసాగరశాయఁజూడుగు.

2. ప్రేలుంగొమ్ములు నేలఁ దారసిలినఁ పెళ్ళంగరాకుండఁగా లోలోఁద్రిమ్మరునాలిగాడ్పులుపగళ్లునేలుఁబూఁదావులఁ జాలఁముచ్చీలి ప్రోపఁ బట్టుకొని పజ్జంబచ్చుగండార్లలో సోలఁగావలిఁబెట్టెనామనియనంజూపట్టెరేఁదోఁటలఁ.

3. గళగర్తుక్కోడనిర్విత్కుహకహాసిద్దోద్దూఢచోసంబుభూఢుఁ ద్విలముల్చోయింపఁ గావంబినిగతినిబోగర్వైంచమి

[సైలిమైకాఁ]

జలితాన్యక్రారదంతక్కతరదవసనక్కారకీలాల వేల్ల
జ్ఞవీలనబ్బాలాభజిష్ట్వోంచలుఁ డగుచుగదజ్ఞాశేముల్ ద్రిపివు
[కొంచెన్].

4. నాలుగింటును వెండియు నాలుగింటు
శెంటు నయిదింటు మతియును రెంటు వేల్ని
యజ్ఞశిలు రారాధింతు రట్టివిష్టుఁ
డిష్ట్వదాయి ప్రసన్నుఁ డయ్యుడును నాత.

మొదటిపద్యమునకు అచ్చుతెనుఁగుపదములతోఁ దాతుర్యమును, శెండవపద్యమునకుఁ దత్తమపదములతోఁ దండ్యాయమును మూడవపద్యమునకుఁ బ్రతిపదారమును నాలుగవపద్యమునందలి సంఖ్యలవలనఁ దెలియఁజేయఁబడువిషయములను సచిన్తరముగా వ్రాయునది.

- IV. 1. మనువునకు స్వర్థాచియనునామం జేల గలిగాను ? 2. ద్వార్య దశరాశ్వత్తుకు మహాషైక్రమని యొట్టు సమర్థించ నగు ? 3. త్రివిధశరీరంబు లెవెనపరికి వేద్యంబు లగును ? 4. కాళికి బిల్వపురమునకుఁ గలతారతమ్యము నిరూపించునది. 5. అప్రయుక్తాదినోషంబులు—ఇందు “అది” శబ్దము వలన మతి యే ణోషములు బోధకము లగును ? 6. బిల్వారణ్యము బిల్వపురి యగుటకుఁ గారణం జేమి ? బిల్వపురికి నిష్పటినామం బెయ్యది ?

- V. 1. పంచమఖాననపంచకంబన్ — ఇందు పంచమఖుం డెవఁడు ? తదాననంబులం బోలినపేచి ? పంచశిఖుం డెవఁడు ? 2. ప్రాణీయః ప్రతిథ—ప్రతిథలత్తుణం జేమి ? 3. అమృతపహరణార్థ మరుగుపక్షిస్వామి—ఇందరి వృత్తాంతం జెయ్యది ? 4. దెవయూనికిఁ గచునకుం గలిగిససఃవాదంబున నీతి యేమి ? 5. వివాహము లెన్ని విధములు ? వేనిఁ చేంగ్నిని యయూతిదేవయూనలవివాహము శాస్త్రిసముతమో కాదో విష్ట్వింపుఁడు. 6. ‘గ్రహపంచకంబు రవి చేరఁ బోనిలగ్నంబున్’—గ్రహపంచకం జెది ?

VI. 1. సదోపవాసి, అమంసభోజి, విషువాళనుడు, అమృతా—
ఎట్టిగుణంబులు గలవా రీనామంబిలచే జెప్పుబడుదురు ? 2. బ్రాహ్మ
శాదులకు వర్ణ మనునామం బేల గలై ? 3. కారీరమానసదుఖములు,
త్రిగుణాత్మనుంబు లగుగుణములు, ఏవి ? 4. లక్ష్మీ దేవికి “ అప్పమ
దేవత ” యని యేల పేరు గలై ? లక్ష్మీ ర్మోవరియొద్ద నివసించును ?
ఎవరిని నిరాకరించును ? 5. ఎట్టివారికి నవినిములు ప్రసన్నులగు
దురు ? 6. కలహప్రియుఁ డైనారదునకు సర్వభూతసమ్మతుఁడు,
అఖిలజనప్రియుఁడు, అనుమంబులు విరుద్ధములు కావా ? నవో
తుకముగాఁ డలియు జేయునది. 7. భీష్ముఁ డేకారణమున శరీరము
విదుచుటకై కాలము నిరీక్షించేనో సవిస్తరముగాఁ డెలుపుఁడు.
8. మానుషపితృ దేవాన్నంబులకుం గలతారతమ్య మేమి ? 9. ఘోడశ
వికారములు గలనవద్వారపురంబున వాగ్యపకుఁ డైనవాఁడు కూటథుం
డు—Explain this fully.

VII. 1. వృత్తి యన నేమి ? కాళికుండు—ఇది యేమివృత్తి ? 2. కర
అనుశబ్దమునకు నుపుస్తులేనింటిని గూర్చి అర్థమును విమర్శించునది.

VIII. 1. _____

చాదువున యోగతంత్రిక

ధనమగుల్చాభజాతదురితప్రజముం జెడుఁబాచిసత్పుధం
బునజియించుయోగిసుఖమూర్తితసుసిరగావహించుచుక్క
Fill up the blanks.

2. శివడన, పృణ్య, ప్రభాత—శవృత్తులక్షణము లేవి ?

3. కమనీయసద్గుణనికాయదయాంబుధి కామితార్థదా.—ఇదియే
పద్యపాదము ? యతిసానము డలిపి గణవిభజన చేయుఁడు.

IX. 1. సంసృష్టి, సంకరము,—పీనికిఁ గల భేదములను డెలువునది.
సంసృష్టికి మిపరనగ్రంథములనుండి యొకయుద్ధారణము వ్రా
యుఁడు. 2. వ్యతిరేకము, తాద్రూప్యరూపకాలంకారము,—పీనికిఁ
గల తారతమ్య మేమి ?

X. Contrast the character of Yayati with that of Bhishma.

TUESDAY, 20TH JANUARY, 2 TO 5 P.M.

TELUGU : TEXT-BOOKS (II.)

Vasu Charitramu, Bhāgavatamu, Prabandha Rāja Vijaya Venkateswara Vilāsamu, and Chitra Bhāratamu.

I. 1. What is Appakavi's estimate of Potanna's literary capacity? Compare his opinion with that of Kūchimanchi Timma Kavi and state what you think of the difference.

2. Give a short account of the author of Chitra Bhāratamu and the person in whose name it is inscribed. Comment upon the name as applied to the book you have studied referring briefly to the story therein.

3. How does the style of Bhāgavatamu differ from that of Vasu Charitramu? Mark the changes which the Telugu language underwent during the period that intervened between the writing of the two Books.

4. Compare Prabandha Rāja Vijaya Vēnkateswara Vilāsamu and Vasu Charitramu with regard to (a) style and (b) originality of ideas.

5. What is the original source of the story embodied in Vasu Charitramu? Wherein lies the author's originality?

II. 1. Give a short account of Nārada's original parentage and his subsequent elevation to the position of a శుద్ధసాత్యక. Derive the word Nārada. What do you know of Aswaṭṭhāma's చూడాంతర్వచోరత్నము? 2. Who is an అతతాయ? Explain what is meant by the expression సగ్గణ నీర్ణణ రూప భద్రదభాషణములు. 3. What is భక్తియోగము? Name the other యోగములు, explaining their nature in a few words. 4. What are అవవర్గము, ధర్మము, తత్త్వము and అవిద్య? Why was సత్యవతి known by the name of వాసని? 5. Explain ప్రాయోపవేశము, అవధూతమూర్తి, గృహమేధి, కైవల్యము and ధారణ.

III. 1. తసింరత్నము పద్మిని

పరికింపఁగ నినుడ పీవు భూమినికి భవ

త్యాగసంగతి చేకూరక

దౌరకునొకో సంరెసము చతుర్మాణికా.

Give the meaning of this verse so as to bring out the ధ్వని. Refer to a verse in Vasu Charitramu wherein a parallel idea is found.

2. Kunti says that various reasons are assigned for Krishna appearing in the world as a human being. State them.

3. In the editor's introduction appended to ప్రబంధరాజవిజయవేంకటేశ్వర విలాసము, there is the following statement:— “శ్రీ కృష్ణ దేవరాయలవారియాసాకపులవ నిక్కువి యావలివాడు గనుక నక్కలపు కవిచక్రవర్తియగుబట్టుమూర్తిగారిచే విద్ధితమగు ‘నరసభూపాలీయము’ అను కావ్యాలంకారసంగ్రహమును నిక్కువి పూర్వముగఁ జదివి యందలిలత్క్ష్యము లగుపద్యములం బోలినపద్యము లిందనేకములు వ్రాసియున్నాడు.” (a) Can you bear this out by adducing instances? (b) How does the editor conclude that the author came after the poets of Krishna Deva Raya's Court? (c) Discuss the foregoing statement regarding the authorship of నరసభూపాలీయము.

IV. 1. చక్కనిసునుక్కు సంపంగిమ్మెగ్గపై బూడలెడిచూపుదుమ్మెదల నిలిపి. Compare this idea with its parallel in Vasu Charitramu. 2. వనితవేనలిఁ జూచి పనథరమవనతగతిఁజెంది ధరమయి కదిని నిల్వ. Explain clearly bringing out the beauty of the idea involved here. 3. కలికిపదనాంఖ్మిరోమార్కికాంతి కర్థికి తొగలచెలి గందుచుఁ బదాఱుతునక లయ్యో | దమ్మివిరియుచు సూఱుథుడమ్ము లయ్యో|జెలుప దలవంచుకొనుచు వేచిద్రుప లయ్యో— ఇందుకుఁ దాత్పర్యము వ్రాసి యందలియలంకారములం డెలుపుసది. 4. కనకాంగి యనుట యాకలికి కలరు—అలమేలుమంగం గనకాంగి యనుట్టు? అలమేల్చుంగ మహాయ్యతరూప మొట్లండెను? ఏలయచ్చుతరూప మండెనుట? 5. ఉద్దేశ్కంబున రాయ శస్త్రిధర్మతై యుధావని స్నేహ కించిద్దోర్మాంబున నీకుఁజేయరు బలాత్మేకంబుతోఁ జీకట్టిఁ. Who is the speaker and who the listener? To whom does this refer? Write notes on the prosody herein.

V. 1. కుకవిప్రణీతకృతి యొట్లు సామాన్యకృతిద బూని పైపై వస్తుల్పచరించును? వసుచరిత్రమును “మిళకథగా సౌనరింపు” మని కవికిఁ గృతిపతి యేల చెప్పెను? దీనించూర్చి మియభిప్రాయ మేమి? 2. What evidence is there in Vasu Charitra to show that

its author was in fact a సంగీతకారణాస్వనిది ? Point out the verse or verses which show his undoubted claim to the title. Explain the gist of such verses. 8. Is poetical license, as understood in English Literature, allowed in Telugu literary compositions ? If so, to what extent ?

- VI. 1. అలఘుత్తినిది యూనాసేంద్రతనయం దానైకతత్త్వాంచియై
ప్రవుల తెంపార్పుకచూచిచ్చు మొదలుంబొంగారిపైపైరసం
బులుజ్యంభించుభ్రిమించు నాశయముకూర్చుల్లించదిపించును
తృతీకాచాపలము ల్లనోనిచిషచింతాత న్నయత్వంబున్నా.
ఇందరి సంచారీభూపంబులం డాలిపి లక్షణసమన్వయం బొన
రించునది.
2. జూములిలి మాపుతూ వ్రులనుబూనిమృగాంవనికల్పియింతిమో
మమృతము మండహోసమున నచ్చుప్రధాలు కపోలలీల ఫౌ
లమునఁ గళావిహాన మఖిలంబు గొనం గని వెన్నెంజొచ్చెన
య్యమృతగభ్యస్తిభీతత్తుమిరావళి వేసలి పెంపునాంపున్నా.
ఇందలివర్ణనాచమత్కృతి తేటపడం దాత్మర్యము వ్రాయునది.
3. ఏగతి యోగిరూపము వహించెదో యేగతిఁ ప్రాథిమించెదో
యేగతి వేళుగాంచెదవొ యేకతమున్న వధూజనంబు సీ
వేగతిఁ బల్గుర్చించెదవొ యుషసభా.

Answer the questions raised herein pointing out the subsequent verses in support of your answers. Justify the author's description of the guise assumed by the companion, meeting the objections raised by critics.

4. కాసీనముక్కనాగ నువ్వుశరంబును
బెండుగాఁ జేసేఁ గృష్మండు గాఁడె
సైంధవు వధియించె జ్యక్రంబు రవి కడ్డ
గొప్పించి మనిచేఁ గృష్మండు గాఁడె.

మనిచేఁ - Whom ? What are the various derivations given of the word కృష్మండు ? Whom did కాసీనము get the నాగశరము from ? How did Krishna make it a బెండు ?

VII. 1. వినుఁ దౌనది ప్రతిబాహ్యలు
ననవరతముఁ గుటీలగతులు నగుభోగిపరుల్
దనవారిలోన మొలగినఁ
దనవారిగఁ జేసి హరునితల యొక్కించె.

Explain the beauty of this verse.

2. ఘనవరావంబుచెలంగ భృంగి వినుత్తుగావించి పాడంగఁ గా
ననమం దెచ్చుట సీలకంరవిలనస్సు ట్యుంబు రంజిలైఁ దా
ఘనవరావంబు చెలంగ భృంగివినుత్తుగావించి పాడంగఁ గా
ననమం దెచ్చుట సీలకంరవిలనస్సు ట్యుంబు రంజిల్లదే.
ఇందలి తాత్పర్యమేమి ? అలంకారము లెవ్వి?

3. "తుమ్మెదుపించు మించె సిద్ధులవిధమునో"—ఎటు?
"బలిమఁ జేయరానిపని యెట్టిడైన ను | వాయబులముచేతుఁ జేయ
పచ్చు"—Give the simile in your book. 4. కాపుకావసువారిఁ గ
దిసి తుంగపయోధరపదాంతరంబు చేడంగ సీదు—ఏది? Explain
this line, pointing out any grammatical peculiarity. 5. ధరణి
నెవ్వఁడు దానవద్విరదచశనవిహృతిఁ దనకేసరికిళోరవృత్తిఁడలిపె.
Explain and write notes on దానవద్విరద.

VIII. 1. ఉచిచ సీయు-ఁలక్కి మాకొసఁగు మ-కొ
సంగు మని చాన దేధహం స్తుములు గోయ
యాచణో యాచక శ్వాత్రు వనెదువాక్య
సరణి నవి యిష్టాయికిఁ బరస్సిరముఁ బోరు.

Select a parallel idea from your text-books.

2. Define ముద్రాలంకారము and give an instance from your
text-books. శేషాలంకార మెన్నివిధములు ? అందు స్వసుచరిత్ర
నెట్టివి గలవు ? 3. (a) ఇన్నగంబు హిమవన్నగమం దనరాయ.
(b) అమరుం దుమ్మెదచాలు, (c) తనయదృశ్యత నడుమనె తార్పి - ఇం
దలి వ్యాకరణవిశేషము లేచి ? 4. ఇందిరానందనఁడు సురేం
ద్రునకు నిజధనుప్రభావంబు వర్ణించినుతేఱం గఱింపుము - ఆవర్ణ
నయందలి విశేషము తెలియ సుపన్యుసింపుము.

IX. పరీక్షිన్నరవుఁ గురుసంతతికి నంకురము చేసి, భర్జుని నీ ధరణిరాజ్యమునకు నీళ్యరుఁగా నిలిపి నారాయణుడు సంతోషించెం.—ఈ వాక్యము నొక్కపద్యముగాఁ గుదురుపఱఁచునది.

THURSDAY, 22ND JANUARY, 10 A.M. TO 1 P.M.

TELUGU : TEXT-BOOKS (III).

Andhra Bhāshā Bhushanamu, Appakaviyam, Narasabhbupāliyam and Telugu Philology (verbs).

I. అఱవమునుండి తెనుఁగు వచ్చిన దని యాంధ్రికబ్రతత్త్వమునందున్నదిగదా, అఱవమే తెనుఁగునుండి వచ్చిన దని యేల చెప్పరాదో చెప్పింపుఁడు.

II. 1. అంతసులు, ఊష్టములు, అసుస్వరము—ఈసంజ లేలకలిగినవి ? 2. తత్తుమము, తద్భవము, అచ్చతెనుఁగు, దేశ్యము—అను నీవిభజనయందు కేతనకును ఇతరవైయాకరణలకును గల భేదమేమి ? 3. అనంతునివర్ణసమామ్మయమందు అప్పకవి చూపినదోషమేమి ? 4. కాల్పనికలక్షణము, వాస్తవలక్షణము, ప్రథమభూతము, ద్వీతీయభూతము—వీనిస్వరూపమును వివరించునది. 5. ప్రాకృతభవములు సంస్కృతభవములు గావసుటకు గమకములు సోదాహరణముగం డెలుపుఁడు. 6. ప్రాకృతసమములను నిప్పత్తి చేయువిధానమేమి ? 7. రాజులోని జక్కారము దంత్యమా తాలవ్యమా ? మత భేదచర్చాపూర్వకంబుగ సిద్ధాంతించునది.

III. 1. ఈక్రిందిపదములకు వ్యుత్పత్తి వ్రాయుఁడు :— బిందము, కోపెల, కాణాచి, బుగ్గ, కాని (భేదాధమందుఁ గ్రియావిశేషము). 2. ఈక్రిందిపదములకు వ్యుత్పత్తిప్రక్రియను అప్పకవి చెప్పిన చౌప్పునం జూపునది :—జూచము, సాన, మూఁగ, రాచకొలము. 3. వండితి, ప్రూణు, చిలుక, గదుసు—ఇందలి తుదియక్కరములుఁగూర్చి శేషగిరి శాస్త్రిలవాచు, తెలిపినవిశేషమేమి ? 4. అర్ధానుస్వరము అనావశ్యకముగా వచ్చినపదములను మూఁటి సుదాహరింపుఁడు. 5. “నం స్కృతపదములై ... సున్నలు”, “తక్కారము భవిష్యత్కాలవాచకము”—ఈ విషయములను చెప్పింపుఁడు.

IV. 1. సమానమందు పదప్రాథాన్విత మన నెట్లినో వివరింపుడు.
 2. "నీ సంస్కృతంబులోడ స | చూసించును"—దీనిని చర్చించి సోదా పశుణముగ వివరింపుడు. 3. వచ్చుచున్నాను—ఈపదమున ప్రకృతి ప్రత్యుధ్యాదివిభాగమును పూర్వావైయాకరణ లెట్లు చేసినారు, కేవ గిరి శాస్త్రీలవారు ఎట్లుచేసి అందుల కేమి యుపపత్తి చూపినారు ?
 4. రోషివాసద్రోహి, దొంగిసావు, ఔల్క—ఈపదముల నిష్పత్తిని చర్చింపుడు. 5. " అసమన్త లఘుద్వ్యాక్షర | లసితము లగుతత్తు మంబులకు నించుటయుం | బొసఁగు నియుంచుటయుం ."—ఈవిషయమున చిన్నయనూరిగా కేమి తెల్పిరి ? భేదమును విశదపడిచి సిద్ధాంతముం డెల్పుడు.

V. 1. ఎత్తాప్రెగ్గడ అరణ్యపర్వత్తేషము రచించుటకై యత్కర చక్రము చూచుకొనిన విధం బెట్లు ? 2. మయ ర స త జ భ న—ఈసంకేతములు గర్భినివిధమును సాంగముగాఁ డెల్పుడు. 3. నాయక కూటములు, మట్టిత్యాయములు,—వీ.వి. 4. వారాంగి, అంగజాస్త్రము, ధృతమధ్య, అనంగలతిక—వీనిస్వరూపముం డెలుపుడు.

VI. 1. ఈక్రిందిపద్యములందు దోషమున్నం దిద్దుడు, తీసి నపుక వి యెందుత్కై యుదాహారణములుగా నోసంగెనో వివరింపుడు :—

(a) దవభూమంపుడమంబులోఁ దమరసప్రవ్యంబుఁ బంకేజచాం ధవభూసుప్రతితు ల్లోరింపఁ గుయివెటు స్వేటు...

(b) కందుకకేళి సలైడుప్రకారమునం బురుపాయిత్క్రియా తాండవకేళి సలైడువిధంబున...

(c) కవదొనలును గాండీవం బవల నిడం బనుపు ముం దరదము డిగు మే ను విదప డెగియెద...

2. ఈ క్రింది పద్యములోనివిషయమున కపవాద మేమేని కలిగినం డెలుపుడు :—

ఇల జమిలియక్కురమనకు
బలుసున్నకు సెడమ నూడివలైదువర్జం
బులుఁ క్షాపి వలుకు నవియును
లలి గురువులు కడమలిషులు లఫువు లఫూరీ.

VII. 1. రీతులకును వృత్తులకును భేద మేమి ? అవి యేఖేవి ?
2. " ముప్పుదియూటై పదప్రబంధ వాక్యగత భేదముల నిట్లు వఱలు "—వీది ? ఎట్లు ? 3. విభ్రమము, మోట్టాయితము, బిభ్రో కము, భ్యావశబుతు, సేయారము, అవిముష్టవిధీయాంశము, ఛేకాను ప్రాసము, కాంతి, పద్మబుధము—వీనిని లక్ష్మణోదాహరణ పూర్వకముగా వివరింపుఁడు. 4. ఓప్యునిరోప్యసంకర మన సేమి ? అందు లకు నరసభూపాలీయమనం గలయుదాహరణమును ప్రాసి, అందులాపాతదోష మేమేని యున్నచో తెలిపి సవరింపుఁడు.

VIII. 1. తృతీయరసము పేయ కరుణరసమా కరుణారసమా ? రూపక భేదము పేరు ఏకదేశవర్తిరూపకమా ఏకదేశవివర్తిరూపకమా ? ఈ రెంటికిని లక్ష్మణోదాహరణములు ప్రాయిఁడు. 2. నరసభూపాలీయమనకు మూల మని వాడంబదుప్రతాపర్దీయమనం జైప్పుబడిన మచనాపన లెన్ని ? వానిలో సేవి నరసభూపాలీయమన వదలు బడినవి ? ఏవి మార్పు బడినవి ? 3. రామాదిత్యాప్తసామాజికులలో రసము ఎవరియం దుండునో చర్చించి సిధ్యాంతికరింపుఁడు.

IX. 1. సామాన్యమిలితములకు, తుల్యయోగితాదీపకములకు, వాచకులప్తోపమారూపకములకు, రూపకగణ్యాత్మేంత్రుకులకు, విశిష్ట రూపక వాక్యరవృత్తినిదర్శనలకును, గలభేదములను విశదీకరింపుఁడు.
2. నరసభూపాలీయములో జైప్పుబడనియలంకారములలో సేవే సొకదానికి లక్ష్మణోదాహరణములను ప్రాయిఁడు.

THURSDAY, 22ND JANUARY, 2 TO 5 P.M.
TELUGU : TEXT-BOOKS (iv).

*Bharatamu 5, Ramabhyudayamu 2, Rajasekhara Charitramu 1,
Narasabhapaliyamu 3 & 4, and Andrabhashabhushanamu.*

I. శారతము, రామాభ్యుదయము, రాజశేఖరచరిత్రము—ఈ మూడటియందును గలరచనాతారతమ్యమును ఎటిగించి సప్తవిధకవు అలాగే వీరి నెవ్వురెవ్వుగాఁ జైపునగునో యూహించి వివరింపుడు.

II. 1. గాండిష్ఠారవంబుత్స్తాటమయిపెలుచంగ్రమ్మినెక్కిముబాహు దండం జేపారికుంభద్దదజడియుచుకొద్రంబుగాఁదోచినస్వేచ్ఛ దండద్వ్యంద్వ్యంబుమాడ్చిస్త్రస్తిమికవలుమాద్వ్యద్తతిందాఁకినంజాకుండంబోకుండఁగౌరవ్యులకువక్షమెచిట్లిస్త్రమూర్చిలకుండ్కు.

2. చలువపెలుంగు రేమగఁడు జక్కువనెచ్చెలిశోడుకోడె చుక్కులజవరాంప్రడకున్ననుపుకాఁడుజగఁబులచూడ్చివిందుచెంగలువలకోరిదాివిలుకానికిఁ గూర్చినమామ పండువెన్నెలగని చందమామ కదునింగఁ జెలంగి వెలింగఁనెంతయుఁ.

3. మాండం జిత్రము పత్ర్మీప్రముల కంచం శేరనేతెంచిపెంబోడల్కొ శైవకథారహస్యములకై పోరాడుచుంబోవువోఁ సూడ స్వచ్ఛితదీయవాదములచిక్కు శ్రీర్ష్ణుఁ బోపటుక్కిఁచాకానవిథికాగ్రశుక్కశారీకిన్నరద్వ్యంద్వ్యముల్కు.

(a) ఈ పైపద్వ్యములకు కూడినంతమట్టుకు తెనుఁగుమాటులకు సంస్కృతపు మాటలను సంస్కృతములకుఁ జెలుఁగులను గా దండాన్వ్యయము ప్రాయిందు. (b) మొవటిపద్వ్యమునందలి రీతిగుణములను, చండవదానియందలి చిత్రరహస్యములను, వివరించి చెప్పుఁదు.

III. ఈక్రిందిప్రశ్నములకునదోఁగపర్వమునందుఁ జైప్పినచొప్పునమత్తరము లిందు. 1. ధర్తరాజును దీర్ఘోధనుఁడును ఏయేతరువులుగాఁ బోల్పాబడింటి? వానికి స్కృతము కాఖాపుష్పశలమూలములు నెవ్వురెవ్వురుగాఁ జైపుఁబడెను? 2. కార్యసిఫిచంద మెట్టిది?

3. ఏడేది తనయంతపారితో నే తగును ? 4. ఎట్టివాడు తెవులులేని వేదనం బడును ? .5. నిద్రలేక కుందుటుఁ గారణము లేవి ?

IV. అప్పంబు పురందరకిలాళకలనికడనిచిత్తరచిత్తవప్రప్రభాషా రంబులు పురరాజపట్టాభివేచనిఁచితకచనిచయగారితకిణొత్పుల కందకంబులుంబోలి పొలయ, నికటఫుటుయంత్రసలిలసంవర్ధితారామ సులపరితోదారాలికేదారంబులుసతతసన్ని హితకందర్పకల్పితానల్పకనకమయ వేదికలంబోలి మించ.—దీనికి ప్రతిపదారము వ్రాసి యది చెప్పు బడినఫుటుమం డెలుపుడు.

V. ఈ క్రిందివానిలోని వ్యాకరణవిశేషాంశములం డెలుపుడు.

1. రణంబుల జయలక్ష్మి చేకొనుటఁ బోలునె యుండొక రాజధర్మములో.

2. శ్రీమాన్మసులకు రణమున నేమగలును సరియే.

3. శ్రీఖాన్మివభయంకరుఁ దాగునుకొపొనల మహా.

4. అనయము పుట్టె జూదమునయప్పుడ.

5. అవసరమక్కుఱలం గైదువుకర్మములందు వేటదోటల యందుకు దవు లైనపాతలెంకలము.

VI. 1. ఒక్కుయెలుకుఁడు సక్కుకొమ్మును నిష్టి గోఱజంబు జూన్నుఁ జాఱపప్పుఁ శీలిగఱులయంపకోలలు సెలవిండు గాను కిచ్చి కరయగంబు మొగిచి.

అని మనుచిత్తములో నున్నది. ఇట్టిపద్మము రామాభ్యు దయములో నున్నది గదా, అపద్యములో చెప్పుబడినవి యేచి యిందులో లేవు ? 2. “వికృంబులవృత్తిం దచరవేటకాందు కొలువంగా వచ్చే” — తెరఁఁఁఁఁకాందు అనఁగా నర్థ మేమి ? ఇంకను వీటి వేటకాందు గలరు ? ఆయా వేటలపడకరము లెవ్వి ?

VII. ‘అది సభయే ప్రియం బెసఁగ నాచ్యలు నిల్వరయేని యూర్యలే’ — ఈ పద్యమును శ్రూర్తిగా సైన వ్రాయుడు క్షాదేని దాని

భావమును విశదపడుటండు. తద్వాపమయుక్క యుక్తాయుక్తతను గూర్చి విమర్శింపుండు.

VIII. అప్తత్త్రీస్వాగతిరాణిస్తి, సర్వం హస్తిపదే మగ్గమ్, నక్కాఁ గస్తువాఁ డెల్లను వేటుకాఁడు, ధర్మమచాలుఁ గుక్కెబెట్టుము— వీనిభావముఁ డెల్వుఁడు. ఏడికపొట్టుల్లు—సమానాద్రకము లైనవీనికి అర్థ సమన్వయము చేయుఁడు.

IX. 1. పాడి రపుడు సృత్యధ్వనికేంధ్రము— ద్రవత్పాసాంబును నిశ్చేషపురంగంబును మూకీకృతపతంగమును గా— ఇందు ఏమి యసంగతము తోఁ చెడిని? చాని నెట్లు సమర్థింపనగును? పాపాణవరంగపతంగములస్వభావలక్షణము లేని? అవి బాధింపఁ బడినరీతులు సాయా? 2. స్వరము లెన్ని? వాని పెట్లను లక్షణములు నెవ్వి? చిందు, జక్కిటి కొరవంజీ, అనుసవి శేణిలో భేదములు? లాస్యకళయన సేమి? నానికి విచుదభావము గలది యేది?

X. 1. రస మన సేమి? అది యెన్ని భేదములు గలది? వానికి వర్ణము లెవ్వి? అధిదేశత లెస్వురు? ఏయేరసముల కేది సాయిభావము? 2. విభావానుభావ సాత్మ్యకభావసంచారిభావముల లక్షణము లేవి? హానలీలాకిలికించితాడులకేమి పేరు? మోట్టాయితచిబోకములకు లక్షణములను ఉండావారణములను ప్రాయుఁడు. 3. (a) కాప్యు మన నెట్లిది? (b) దాని భేదము లెవ్వి? (c) కాప్యుగుణములు లెన్ని? (d) కాప్యుదోషము లెన్ని విధములు? (e) సమత, చౌదార్యము, ఓజస్సు, సమాధి— వీనికి లక్షణములేని ఉండావారణములేని ప్రాయుఁడు. (f) దోషములవిధములలో ఒక్కుక్కెతెగకు నాలుగేసి పంతున వివరింపుఁడు.

XI. అంధ్రభాషాభాషణమునందు, 1. భావ యొట్లు విధజీంపఁ బడేయున్నది? ఆవిభజనకును “తత్పమంబుగాక తక్కినవనాలుగు నన్నుతెనుగులు” అనుపద్యమందలి సంగతికిని అనంగత మేనిడే కలదా? కలదేని యొట్లు సమర్థించుట? 2. సంధికి నిర్వచన మొట్లు చెప్పయడ్డది? ఇతర గ్రంథములలో చెప్పబడ్డదానికిని దీనికిని భేద

మేమైనం గలదా? కలదేని సమర్పింపుడు. 8. వర్తమానభవిష్యదరకముల నిరూపణకును ఇతరవ్యాకరణములయందలి వాని నిరూపణకును గలభేదమును విశదపటిచి యుక్తాయుక్తములను వివేచింపుడు. 4. ఈడు అనునది దేయేయైరముల బోధించును? ఆడువారిపేశ్వరు వచ్చుకటి దీనికి సమానార్థకము లైనప్రత్యయము లేవి? అరియనునది యొక్కియుక్తమును తెలుపును? మాత్రములైనప్రత్యయము కూడ దానిని బోధించుసట్లు చెప్పయిచి యున్నది? దానిగుఱించి మించిప్రాయమేమి?

XII. రెండవప్రశ్నలో మొదటిపద్యము ఏమి వృత్తము? దాని యందుఁ గలవిశేషమేమి? ఆ విశేషము గలమతీయైకటిరెండు వృత్తములపేశ్సు ప్రాయిందు.

THURSDAY, 22ND JANUARY, 2 TO 5 P.M.
KANARESE : TEXT-BOOKS (iv).

I. 1. పడ్డక్కురియుం శబరశంకరవిలాసదల్లి స్వావిషయ ఏనేను కేఖలువను? 2. ముద్దెళ్ళకెవియు దేశ, కాల, జాతి, పుత్ర, స్నితిగ్రిగళన్ను కురితు ఆతన కావ్యాదింద పను ఉండిసంబంధము? సశారణ ఉత్తర బిరేయిరి. 3. రామాయ్యవేధద కథగే మంలవు యింపుదు? మంలగ్రంథద కథగొ ఇదశ్శూ ఇరువ మంచ్చై కేలపు వేత్తా సగళన్ను తోరిసి. ఈ కథ బేటేయివ కన్నడ కావ్యగళగే విషయవాగిరుపుదు?

II. శబరశంకరవిలాస, రామాయ్యవేధ, జగన్నాథవిజయ - ఈ మంలు కావ్యగళల్లి శైలి, ఉక్కిడంతవ్యాపార, అస్యాయికా రిణ్ణి, అలంకార భాషణాల్లి. - ఈ విషయగళల్లిరువ మంచ్చై తారతమ్యగళన్ను గౌఢాశరణ ఏమశింసుపుదు.

III. 1. ఆజనేజడనేందు నుడిపుదు
కుంజనతెజడచొత్తజూతేనేంతజడనేం |

ಸುಜನವಿಂದೋಧಿಯಾನಜಡಂ
ಸೃಜಿಯಿಪನೆ ಪರೋಪತ್ವಾಪಥಲಸಂಖಲಸಂ ॥
ಇದಕ್ಕೆ ದಂಡಾಸ್ಯಯವನ್ನು ಬೀಂಪ್ರದು.

2. ಸ್ವಾಸ್ಥ ತುರೀಯಾತೀತ
ವಸ್ಥಿಯನೊಳಕ್ಕೆಂದು ತೊಳಪಶ್ಯಂಗಾಟಕ ಪ ।
ದ್ವಾಸ್ಥಿತನೊಳಗೆನಾನೊಳಿಷ್ಠಿರ
ವಸ್ಥಿನೊಳೊಡಿವೆದು ಬಾಣ್ಯ ಮಂಟಿಯರತಿದ್ವಂ ॥

ಇದರ ಅರ್ಥವನ್ನು ವಿವರಿಸಿ ಬಂಪ್ರದು. 3. ವಿಪರ್ಭರನಾಗಿಯುಂ
ಬಿಪರ್ಭುಸಂಗತನುಂ; ಭುವನಪತ್ರಿಯಾಗಿಯುಂವಂಜಡಾಕ್ರಯನುಂ ; ನರ
ಗರ್ಭನಿರ್ಬ್ರಾಪಕನಾಗಿಯುಂ ಅಜ್ಞಾಸರೂಜಿಯುಂ ; ಸಾಮಾಜಿಕಿಯಾ
ಗಿಯುಂ ಪಂಚಾನನನುಂ; ಸದ್ಗ್ರಾಹಿತನಾಗಿಯುಂ ಭೂವರ್ಹಿತನುಂ ;
ಕಾಮದೇಹೋಪೇತನಾಗಿಯುಂ ದರಪಕೋಪಗತವಿಗ್ರಜವಿದೂರಣನಿಸಿ
ದ್ವಂ. ಇದೊಳಗೇ ವಿಂದೋಧಿಭಾಸಾಲಂಕಾರವನ್ನು ವಿವರಿಸಿ.

IV. 1. ಪಡಕ್ಕೇರಿಯು ಕಂಪ್ಯೂರಸಭೀಯಾನ್ನು ಶೈವಪರೂಲಕವ್ಯಾಕರ
ಣಕ್ಕೂ, ನಾಈಯಕ್ಕೂ, ವೇದಾಂತಸಂತಾನಕ್ಕೂ ಹೊಲೀಸಿರುವಂ. ಸಭೆಗೂ ಇವುಗಳೊಳೆಂದೊಂದಕ್ಕೂ ಸಾಧಾರಣಾಧ್ಯಮಂಡಪದಗಳನ್ನು
ಬಂದು ಉಪವೇಯಾನ್ನು ಸಮರ್ಪಿಸುಪ್ರದು.

2. ತೆಗಳ್ಲಿಲ್ಲಿಂ ಖಿಳತ್ತಾ ।
ನೆಗಳ್ಲಿಲ್ಲಿನ ನವಿನ ಕೃತಿಯಂ ॥

ಇದಕ್ಕೆ ಯಾವ ಉಪವೇಯಾನ್ನು ಕವಿಯು ಕಲ್ಪಿಸಿದ್ದಾನೆ ? 3. ಖಿಲ
ನಿಗೂ ಸಂಬಿಗೂ ಸಮಾನತ್ವವು ಹೇಗೆ ? 4. ಮಾವಿನಮರಕ್ಕೆ ಅಜನಿಟ್ಟ
, ಮಾಮರ' ವೆಂಬಾಮದ ಚೆಚಿತ್ಯವನ್ನು ಹೇಗೆ ತೋರಿಸಿದೆ ?

* 5. 1. ರಾಮಾಕೃಷ್ಣಮೇಧದಿಂದ ತೋರುವಮಟ್ಟಿಗೆ ಸ್ವಿತಯು ಗುಣ
ವಿಕ್ರಿಪಗಳನ್ನು ಸೇರಿದಾರರಣವಾಗಿ ವಣಿಕಸುಪ್ರದು. 2. ರಾಮಾಕೃಷ್ಣ
ಮೇಧದಲ್ಲಿ ತೇಂಗಾಯಿಯಾನ್ನು ತಿಸುಳಗೂ, ನೀರುಳಿಯಾನ್ನು ಕರಿಕರ
ರಿಗೂ ಹೇಗೆ ಹೊಲಿಸಿದೆ. 3. ಸೌನ್ಮಾಗಾರನ್ನು ಕರಿತು ಮುದ್ದಣನು

ವಿನು ಹ್ಯಾಸ್ಟ್‌ತ್ವೆಪಕ ಮಾತುಗಳನ್ನು ಜೀಳರುವನು? 4. “ ಎಮ್ಮೆನ್ನು ರಪ್ಪ ಕೆಷ್ಟಿಗ್ಗೇಡಂಕೊಳ್ಳತ್ತೇಯೇ! ಕೆಷ್ಟಿಗ್ಗೇಂ ಮುದುದುಸಿಗಳತ್ತು ಜಂ ಪಿರಿಯಾಗನೇ! ” ಎಂಬುದನ್ನು ಮುದ್ದಣನು ಜೇಗೇ ಪ್ರತಿಪಾದಿಸಿರುವಂತಹ

VI. ಈ ವಾಕ್ಯಗಳ ಅರ್ಥವೇನು:— 1. (a) ಅನಿತಿಉಳಿಳ್ಳೋ ಕೆಣಳ ತೆಯು ವ್ಯಾಳ್ಕೆ ಕೈಯಳತೆಯೆಳಿಗೆ. (b) ಎಣಿವೆಂದಿರ ಸಗೆಗಿನ್ನುಂ ಪಕ್ಕಾಗಿದೆಂತುಮಾಡಿ ಗೀಲುವೆಣ್ಣುಂ ಸವತೆಯನಾಗಿಸ್ತೆ. (c) ಬಿದುಳಣಿಸಂ ಮಂದುಣಿಸೆಂಬಂತಿರುಂದು. (d) ನಿಸತ್ತು ಸುನಿಸುಗಿರೋ ಜವಜುರದ ಶ್ವಣಿಗಳ್ಲಿ ಸುಯಾಳ್ಳಿತುವ ಜೇವದ ಗಾಳಿಯಕ್ಕುಂ. (e) ನೀಂಮಂನಡಿಳಿ ಮಂದಿಗೆಯನುಂಡಂತಾಯ್ತು. (f) ಎನ್ನುಳಿಂತಿದುಪಾಸುವ್ಯಾಕ್ಕು. (g) ಇಂತೀ ಬಿಯ್ಯಳ್ಳೋ ಕೊಲಿವಿದಿದನ ಕೆಣಳ ಸುಣ್ಣಿದ ಕಜ್ಜಳವಪ್ಪುವೆಂ. (h) ಲೇಸುಲೀಸುಲಿ ಸ್ತಿತಾರಮುಣಿ! ಬ್ರಹ್ಮಾತ್ಮಂಗಾಡ! ವೊದಲಿಮಂಡಿಯಿಂದುವ ನಿಗಳಿಮಣಿ ಗೈದಂಟಿದಾಡುವ್ಯಾ. 2. ಈ ಗಿಡೆಗಳು ರಾಮಾಷ್ವವೇಧದಲ್ಲಿ ಯಾವ ಸಂದರ್ಭಗಳಲ್ಲಿ ಬಂದಿರುವುತ್ತಾನೆ? ಅನ್ನಗಳ ಅರ್ಥವನ್ನೂ ಅಲ್ಲಲ್ಲಿ ಅನ್ನಗಳ ಚೆಚ್ಚತ್ವವನ್ನೂ ತೋರಿಸಿ:—(a) ಕೊಡೆಯ ಕಾವೆಂಬೊಳಿತಾಯ್ತು ಪುಟ್ಟಿ. (b) ಉಂಳಿಳ್ಳೋ ಪಾರಿಯೆಂದು ಮನವೋಣಿಯಂ ಮಾಳಿಗಂಡುವೇ. (c) ಕುಂಬಾಂಬಿನ ಕುತ್ತಕ್ಕೆ ಕುಣಿಯಿಡಿತ್ತವೇ ಮಂದಾಯ್ತು. (d) ಇರುಳ್ಳಿಕಂಡ ಒವಿಯೆಳ್ಳೋಪಗಲೊಳ್ಳೋ ಏಣ್ಣಿತ್ತೆ. (e) ನಿರಿಷಾಯಾದ ಗಂಟೆಲೊಳ್ಳೋ ಕಡೆಯಬಂ ತುಹುಕಿದಂತಾಯ್ತು. (f) ಬೆಸಕೆಸಂ ಕಂಡು ಕಿತ್ತಿಲಿಗೆ ಕುಂಟಿಟ್ಟೀಂ. 3. ಅನ್ನಗಳಿಗೆ ರಾಮಾಷ್ವವೇಧದಲ್ಲಿ ಬಂದಿರುವ ಅಣ್ಣಗಳನ್ನುಡ ಪಯಾರ್ಥಯಾವದಗಳನ್ನು ಬರೆಯಿರಿ: ಕುಂಘಜ, ದಶರಥ, ವೋಧವುಕೇರ, ನಿವಿಷಣ್ಣುಡಾಯಕ, ಪುನಃಜನ್ನು, ಒರಣ್ಣಿಗಭ್ರಂ.

VII. 1. ರಾಮನ ಯಾಜ್ಞಿಷ್ಠವು ಯಾವವಾಗಿವನ್ನು ಬಿಡಿದು ಜೋದುದೆಂದು ರಾಮಾಷ್ವವೇಧ ಗ್ರಂಥದಿಂದ ಉಂಟಿಸಬಿಡುದು? 2. ರಾಮಾಷ್ವಯಾದ ಕಾಲದಲ್ಲಿ ಹಂಡುಗರಿಗೆ ಮಾಡಿಸುತ್ತಿದ್ದ ವಿಧ್ಯಾಭ್ಯಾಸವನ್ನು ಕುರಿತು ರಾಮಾಷ್ವವೇಧ ಗ್ರಂಥದಿಂದ ಪಿನು ಕಂಡುಬಿರುವುದು? 3. ಕಣ್ಣಡ ಕಾವ್ಯಗಳಲ್ಲಿ ಸಂಸ್ಕಾರಕ್ಕನ್ನಡ ಸುಡಿಗಳ ಸಂಖಂಧವು ಹೇಗಿರಬೇಕಿಂದು ಮುದ್ದಣನ ತಾತ್ಪರ್ಯವು? ತಿರುಗ್ಗಣ್ಣುಡವೆಂದರೇನು? 4. ಮೂರ್ಖರು

ನಿಜ್ಞ ಟಪಕುತ್ತಿ ಯಾವುದು? 5. ಸನ್ಸ್ಕೃತೇಷ್ಟೀ ಯೆಂದರೇನು? ಸಿಂಹಕ್ಕೂ, ವರಾಕಕ್ಕೂ, ಜಲ್ಲಿಮಿಗಕ್ಕೂ ಸನ್ಸ್ಕೃತಾವುವು?

VIII. 1. ಇವುಗಳ ತತ್ವಮರೂಪಗಳಾವುವು:—ಈರವಸಂ, ದವಸ್ಕಣಿ, ನಷ್ಟೆಣಿ, ಹೂಸ್ಯಾ, ಜಾವಳಿ, ಒಗುಳಿ, ಸಪಗ, ಪಡಿಸಣ, ಬೀಳವ್ಯೋಮಿ, ನದಿಬದೇ. 2. ಈ ಸಮಾಸಿತವದಗಳಿಗೆ ವಿಗ್ರಹವಾಕ್ಯಗಳನ್ನು ಬರೆಯಿರಿ: ಉಳ್ಳೊರೆಗಳ್ಳಾ, ಪಿಟುತ್ತಿನಿ, ಕೊಸ್ಸಿಗಂ, ಬರಿಇಲ, ಅಹಗುಲಿ, ಉಂಗೀಳಿಗಂ. 3. ಅಲ್ಲ, ಬೆರೆಮು, ಮಂಬಿ, ಕೆಬಿ, ಹೊಂದಿ, ತೋರದ - ಇವುಗಳಲ್ಲಿ, ಇ' ಕ್ಯು ಬಿದುಲಾಗಿ, ಇ' ವಸ್ತ್ರೂ, ಇ' ರ' ಇ' ಗಳಿಗೆ ಬಿದುಲಾಗಿ, ಇ' ರ' ಗಳನ್ನು ಇಂಟಿ ಆಧ್ಯಾತ್ಮಾಸರ್ವೇನಾಗಾವುದು? 4. ಇವಕ್ಕೆ ಹೊಸಗನ್ನಡ ರೂಪಗಳನ್ನು ಬರೆಯಿರಿ:—ಪಂ, ಮೃದುನೆಂ, ಭೇಗಿನೆಲ್ಲಾಪ್ಪಿ, ಎಂಗುಂ, ಪಗುಳಾ, ಎಸ್ಸ್ರೂವನನೆಯು ಕತೆದಿಂ, ಎಮುತು, ಸುಡಿವ್ಯಾಲಿ, ಆತನಯೆ, ಹೊಚ್ಚಿಂಬಿಯಿಲಿಂ, ನೀನಾವ್ಯೋಂ, ಧನ್ಯಾದೆನ್ನು, ಅಪ್ಪುದೆಪ್ಪುದು.

IX. 1. ಶಿಕ್ಷಣತಲ ನಾಟಕದಲ್ಲಿ ಇತ್ಯಾಂಕಣವು ಅತ್ಯಂತ ರಸಯಾಕ್ರವಾದುದಂಷ್ಟು ಜೀಳಂತ್ರಾರೆ. ಅಯಂಕದ ವಿಷಯವೇನು? ಅದರಲ್ಲಿ ಯಾವಯವಾವ ರಸಗಳು ಎಲ್ಲಿಲ್ಲವೇ? 2. ನಾಟಕಕ್ಕೆ ಪಸ್ತು ಹೆಂದೇನ್ನು? “ತಾವು ಆಯಾವಸ್ತುಗಳ ಅಭಿನಯರೂಪಕಾರ್ಯದಲ್ಲಿ ತಕ್ಷಂತ ಪಾತ್ರವನ್ನು ಸೇರ್ಪುಗೇಳಿಸಿರುವ ಕಾರಣ ತಮಗೇನೂ ಕೊರತೆಯಾಂತಿಗಳಾರದು”—ಇಲ್ಲಿ ಪಸ್ತುಗಳೆಂದರೆ ಯಾವುವು, ಸೌಧಾರಣೆ ಉತ್ತರಕೊಡಿ. 3. ಪ್ರಿಯಂವದೇ! ನೀನು ಸವಿಬಾಪದಲ್ಲಿ ನಿಂದಿರುವದರಿಂದ ಈಕೆಸರ್ವ ಪ್ರಕ್ಕೆವು ಲತೆಯಿಂದ ಕೊಡಿದಂತೆ ತೋರುವುದು. ಶಕ್ಷಣತಳೆ! ಆನ್ನರಿಂದಲೇ ನಿನ್ನಕೆಸರ್ವ ಪ್ರಿಯಂವದೇ. ರಾಯಾಂ! ಪ್ರಿಯಂವದೇ ಶರ್ವಂ ತಳೆಯನ್ನು ಕುರಿತು ಪ್ರಿಯಾವದ್ದುನ್ನಾ. ನಿಜವಾಗಿಯೇ ಹೇಳಿದಳು. ಇಲ್ಲಿ, ಆದ್ದರಿಂದಲೇ ಎಂಬುದಕ್ಕೆ ಅನ್ವಯವು ಜೀಗೇ? ರಾಯಾಸಮಾಲಾಗಳಲ್ಲಿ ಗಭೀರವಾದ ಗಂಭೀರಾರ್ಥವೇನು? 4. ಕೊರಿದ ಕೋರಿಕೆಗಳು ಸರವೇರುವುದಕ್ಕೆ ಎಪ್ಪು ವಿಷ್ಣುಗಳು ಬಿರುವುವು? - ಎಂದು ದುಷ್ಪಂತನು ಹೇಳಾಡುತ್ತಾನ್ನಿಷ್ಟು, ಇವನ ಕೊರಿಕೆಗಳು ಸರವೇರುವುದಕ್ಕೆ ಯಾವಯವಕಾಲವ್ಯಾಲೆ ಯಾವಯವ ವಿಷ್ಣುಗಳು ಬಂದುವು?

X. 1. పరుషతెస్సనేలేన్ను ఖరసంబరసంబరసం వుగురూరిసం ।
కరిసిజయప్రవోదసువునస్సువునస్సుమనస్సు వైప్పిక్క
[యుం] :

సురయీలతాంతదోళ్లసదెసం సదెనంసదెనంగలజ్జిగ్గా ।
గిచేతళ్లదెంబుభాజితరణదిం రణచింరణదింప్రకాచళం ॥

ఇదక్కే ప్రతిపదిథివన్ను ఖచేయిరి. 2. కృష్ణ నిగి బుపోం
ద్రుసెందో కేకవసెందో జేసరుగాళ్లన్ను యొరు పిను కారణకోట్టుచు?
3. “ఇంగడెంచమిందుగడె వైప్పిదనంతదు కేమ్మ నిందువిందింగడె
లల్తి ప్రమేతు,” - ఇదన్ను రుద్రజ్ఞాప్తసు జేగి సమధింసిరువసు ?

SATURDAY, 24TH JANUARY, 10 A.M. TO 1 P.M.
HISTORY OF TELUGU LITERATURE.

I. 1. అంధ్రీక్షుచింతామణిని నన్నయభ్రారకుఁడే రచియించే
నని యొకపక్కమువారును, అది యాత్మనిచే రచియింపబడినది కాదని
మతియొకపక్కమువారును, వాచించుచున్నారు. ఇం దేపక్కము
విశ్వసార్వామైనవో సప్రమణముగా నిరూపించునది.

2. భారతము నాంధ్రీకరించినవారిలో నోక రఱవదేశమునక
గమిపమునం దుండినవారు గదా. ల్రదావిడబ్బామొక్క ప్రభావ
మించుక వాఁకవిత్వమును సోకకపోలే దని యుదాహరణసహిత
ముగాఁ జూపునది.

3. ఆరంభదక్షలోనాంధ్రీకవిత్వము చేసినవారికావ్యములలోఁ
గృత్యాదియం దిటీవలివారికావ్యములలోఁ గలవి యేవి కానఁబడవు?
ఇటీవలివాఁ కావ్యములలో లేనివిచేష మేమి కానఁబడుచున్నది?

II. 1. ఏకాలమువశకును రచియింపబడినతెలుఁగుగ్రంథములన్ను
యు నించుమించుగా సంస్కృతప్రచారేతిహసముల భాషాంతర
ములుగా నున్నవి? ఆకాలమునందలి కవులలో సెవ్య కైనఁ బురాణే
తరములను డెలిగించినవా రుండిరా? ఉండినచో నట్టికవు తెవచు?
ఘాసు చేసిన గ్రంథము లేవి?

2. ఏకాలమునందు ప్రబంధరచనమారంభింపఁడినది? ప్రబంధకవులలో మొదటివా రెవు? ఆతని కందువలనఁ గలిగినచిహ్నదనామ మేడి? ఆకాలమునందు భరతభండమున నెవరిరాజ్యము ప్రబలముగా నుండినది? అప్పటిరాజీక్యామయొక్కప్రాబల్యసూచన. లేదే గ్రంథములందుఁ గానఁబడుచున్నవి?

3. ఈప్రబంధకాలమునందు సంస్కృతపురాణములలోను గావ్యములలోను సంబంధము లేనిస్వకషాలకల్పితకావ్యములను జేసి నవారేవ్వరైన నుండిరా? ఉండినచో నొక్క కాస్కర్త వేయచెప్పి, ఆతనిచరిత్రమును సంగ్రహముగా ప్రాయుస్తి?

III. 1. పూర్వుకవులలో నాదిమకవు లైనస్సుయభ్రంగారకాదులకవిత్వమునకును, అంతిమకవు లైనప్రీనాథాదులకవిత్వమునకును, గలతారతమ్య మేమి? పూర్వుకవులకు బ్రోతానసాకులుగా నుండినరాజులలో మఖ్య లెనరు?

2. మొట్టమొదటుఁ బద్యరూపమున రచింపఁడిన తెలుఁగు వ్యాకరణము, అలంకారశాస్త్రము, ద్విపదకావ్యము, దృశ్యకావ్యము, ఏవి?

3. వాగనుకాసనుఁడు, కవిబ్రహ్మ, సర్వజ్ఞుఁడు, కవిసార్వభూముఁడు, అనుబింబులు పూర్వుకవులలో నెనవి కుండినవి? ఈచిసుదనామముల కేవ్య రెంతవఱ కప్పులో సహేతుకముగా నిరూపించునది.

IV. 1. ఈక్రిందిపద్యము లేగ్రంథముల లోనివి? ఏనిని గూర్చి వాడుకలో నున్న కథ లేవి? అవి యొంతవఱకు సత్యములు?

(a) మనమాతంగతురంగకాంచనలసన్మాణిక్యగాణిక్యసంపదలలోలింగానితెచ్చియిచ్చి ముద మొప్పంగాంచిసేవించిరయ్యదయుస్తాచల సేతు సీతనగమధోర్మీపతుల్పంతతాభ్యుదయుఁధర్జుఁదత్తనభాసితుజగతూర్ధుప్రతాపోదయుక్

(b) బాలరసాలసాలనవపల్ల వకోమలకావ్యక్తస్వర్ణక్—
గూళలకిచ్చియపుడుపుకూడుభుజించుటకంచెనత్తువుల్—
హాలిక్కలైనసేమి గహనాతరసీమలఁగందమూలకో
ద్వాలిక్కలైనసేమి నిజదారసుతోదరపోషణార్థమై.

2. కవులు సాధారణముగా దరిద్రులుగాను ధనికులకు కృతు
లియ్యవలసినవారుగాను నుండు రని చెప్పిదురు. అట్లుగాక యొక్క
ప్రాణకవి ధనాధికారసంపన్నుఁ డయి తానే కృతిసండెను? ఆ
కృతిపే రేమి?

3. తాను మహాకవి యయి కావ్యరచన చేయటదేఁకాక
కవులవలనఁగృతుల నందిన త్తత్త్వియకవి యొవరు? అతఁడేకృతుల
నండెను? వానికర్త లెవరు?

V. 1. ఆంధ్రపంచకావ్యములలో సేది తప్ప తక్కిన వన్నియు
ప్రబంధకాలమునం దనఁగా మధ్యకవులకాలమునందే పుట్టినవి?

2. ఆంధ్రకావ్యపంచకములో సేది రచింపబడినతపువాత
వెనుకటికవులంపఱును దాని ననుకరించియే ప్రబంధములు రచింపఁ
జొచ్చిని?

3. 1520—1580 సంవత్సరములకు నడుమఁ బుట్టిన ముఖ్య
కావ్యములను వానికర్తలను కృతిపతులను వివరించుచు భాషాభివృద్ధి
చరిత్రమును సంక్షిప్తముగా వ్రాయునది.

VI. 1. స్వదేశరాజ్యములు తీణించి మహాదీయప్రభుత్వము ప్రభ
లినతరువాత నాంధ్రకావ్యరచనకుఁ బ్రోతాన్వము కలిగినదో
రేదో దృష్టాంతశ్శార్వకముగా సాపించునది. 2. “ఆంధ్రకావ్యము
లని పేరుపెట్టి కొండఱు కవులు తమపుస్తకములను సంస్కృతపద
ములతో నింపి సేయుచు రాఁగా, దానికిబ్రత్యాఘాత మొదచి
ప్రబంధకాలమందలి మతీలోందఱు కవులు తమపుస్తకములను గేవ
లాంధ్రపదభూయిష్టముగానే చేయఁ దాడగిరి.” అను దానియందు
సత్య మెంత యున్నది? అచ్చ తెలుగున మొట్టమొదటఁ బ్రథంధము

చేసినవా లెవరు ? 3. అష్టుతెనుగుకావ్యములు చేసినవారిలాఁ మిక్కిలి ప్రసిద్ధికిర్మినకవి యొవడు ? అతఁడు చేసిన కావ్యము లేవి ? అతనికిఁ గల బింబము మేడి ?

VII. 1. నూతనకథాకల్పనము లేక యొకపూర్వీ ప్రబంధము ననుక రించి ప్రబంధములు చేయబడుచు వచ్చినమూడువకాలము ననుకరణ కాల మని చెప్పవచ్చును. ఈ కాలమునందు వచనకావ్యము లెప్పుడు చేయ నారంభింపబడినవి ? అప్పటి వచనకావ్యము నొకదానినిబట్టి యప్పటివచనకావ్యములకు నిప్పటివచనకావ్యములకును గలతారతమ్య విమర్శ చేయునది. 2. ద్వయ్యరికావ్యములను జేసి సుప్రసిద్ధు లైన వారి నిరువరను బేర్చుని తత్కావ్యములనుగూర్చి గుణదోషవిచారము చేయునది. 3. తంజాపురి, తిరుచనాపల్లి, మధుర, మైపూరు—ఈపట్టణములయందుఁ జేయబడినతెలుఁగుపుస్తకము లేవి ? వాని కర్త లెవరు ?

VIII. 1. కన్నడభాషనుండి యొకవి యొగ్రంథమును దెనిగించెను ? తనకావ్యమునందుఁ గన్నడభాషాపదములను బ్రయోగించిన కవి యొవడు ? అతఁ డేల యట్లు కావించెను ? 2. తెలుఁగును గైరిస్తవ మతగ్రంథములను రచియించిన యద్దఱికవులను బేర్చుని వారికవన మైట్లున్నదో వారెప్పు డెచ్చుటసుండినవారో విపరించునది. 3. రఘు వంశము, కుపలయానందము, భగవద్గీతలు—పీని సెవ్యు తెలిగించిరి ?

IX. 1. “ దేశభాషలందుఁ డెలుఁగు లెస్సు ”—ఇది యొగ్రంథము లాఁనిది ? సయిలుక్కిక మగునో కాదో విమర్శించునది. 2. మంచన, మట్ల అనంతభూషాలుఁడు, సింహాద్రి హెంకటాచార్యుఁడు, గణపతి దేవుడు—ఈకవులు చేసినగ్రంథము లేవి ? సాంబోషాఖ్యానము, హరిశ్చంద్రోషాఖ్యానము, నిరంకుళోషాఖ్యానము, విక్రమార్గచరితము, భోజరాజీయము, లంకావిజయము—ఈగ్రంథములను జేసిన కవు లెవరు ?

L.T. DEGREE EXAMINATION, 1903.

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**MONDAY, 12TH JANUARY, 10 A.M. TO 1 P.M.**  
**PRINCIPLES OF EDUCATION (1).**

I. No teaching that does not rouse the interest of the pupils can be effective. Why? State in how many different ways interest may be roused.

II. Bearing in mind the climate, the habits of the people and the hours at which they take their meals, discuss the question 'what hours are best suited for school in this Presidency?'

III. Children generally find the learning of letters dry. Is it possible to interest them in this by giving them an idea of its utility? If so, how would you do it?

IV. What do you understand by *cram*? Show how it is fostered by the injudicious use of text-books and of examinations in the lower classes.

V. Which should be the chief aim of a teacher, the imparting of useful knowledge or the development of the pupils' faculties? How may these aims be combined?

VI. What is meant by the muscular sense? Show clearly how and to what extent this sense helps us to a knowledge of the external world.

VII. State the order in which the various intellectual processes manifest themselves in a child and show the bearing this has or ought to have on educational methods.

VIII. Why is the attempt to teach things through the medium of a foreign language likely to produce looseness and vagueness of thought? What modifications in our system might be expected from a more complete recognition of this fact in India?

**MONDAY, 12TH JANUARY, 2 TO 5 P.M.**

**PRINCIPLES OF EDUCATION (2).**

*Answer any five questions in Part A, and any three questions in Part B.*

### Part A.

I. What is the place of Verbal Memory in the acquisition of knowledge? Are Memory and Understanding opposed to each other? What is Dugald Stewart's "Philosophical Memory?"

II. Explain and illustrate the different varieties of Imaginative Activity. Which of these is predominant in children, and how is it liable to be abused? How does Imagination aid moral instruction?

III. Define Abstraction. Briefly indicate the main stages of development of this form of mental activity from its first beginnings, showing how its development may be aided or retarded by the

concurrent development of other forms of mental life. How does *Conception* differ from *Construction*?

IV. It is often said that children have a natural aversion for generalities. Discuss the justice of this remark, pointing out the conditions of success in teaching a generality.

V. What are the characteristics of a good judgment? Mention the factors that enter into the formation of children's judgments, and explain the attitude of the teacher towards each.

VI. Explain and illustrate what is meant by the *Logical Sequence* of subjects as distinguished from their *Psychological Sequence*. Discuss their respective places in a rational scheme of Education.

#### Part B.

VII. Show why a study of the Feelings and their Manifestations is essential to the teacher. What are the characteristics of children's feelings? Which of them are of special value to the teacher as aiding moral discipline, and how?

VIII. 1. By the Law of Accommodation, what is at first a pain may become eventually a pleasure. Illustrate this Law, and show that it runs through the processes of Education in general. 2. Explain why "In the matter of the passions it is emphatically true that prevention is better than cure."

IX. 1. Briefly point out how you will regulate the emotion of Fear in children so as to make it a wholesome and effective motive force in Education. 2. Show how you will repress the destructive elements in Anger so as to make it merely a weapon of self-defence. Analyse "the bully." How will you proceed to reform him?

X. Is conscience innate or acquired? Will the advocacy of either view affect pedagogic practice? On the view that it is acquired, how will you trace its development from its first beginnings to maturity?

TUESDAY, 13TH JANUARY, 10 A.M. TO 1 P.M.

#### HISTORY OF EDUCATION (1).

I. In what circumstances were the colleges of Eton and Winchester founded and what was their original constitution?

II. Describe the method of teaching a dead language set forth by Ascham in his "Scholemaster." How do his works illustrate the merits and the deficiencies of the conception of education introduced by the Renaissance?

III. What are the relative positions of Ratich and Comenius in the History of Education? Summarise the doctrines of the latter and say how far his work influenced educational practice.

IV. "Rousseau's method is fitter for forming savages than men. It is almost wholly negative." Develop these ideas.

V. State clearly and concisely what there is of both new and valuable in Pestalozzianism.

VI. Sketch the history of elementary education in England from 1834.

VII. State and discuss Herbert Spencer's 'discipline by natural consequences.'

VIII. Describe the organisation of higher and secondary education in Germany. How far does that of India resemble it?

TUESDAY, 13TH JANUARY, 2 TO 5 P.M.

HISTORY OF EDUCATION (2).

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I. Discuss the position of Charlemagne in the history of the Mediæval Universities.

II. "In his (Abelard's) popularity and in his reverses, in the criticisms of John of Salisbury on his method, and the protest of St. Bernard against his teaching, we read, as in a pattern specimen, what a University professes in its essence, and what it needs for its integrity." (1) What is the University principle in its essence, and how far does Abelard's career illustrate it? (2) Describe briefly what popularity he enjoyed, and specify the reverses he suffered. (3) What were the criticisms of John of Salisbury on his method? (4) What was the protest of St. Bernard against his teaching?

III. What are the general causes that contributed to the rise of the Universities? Explain the early attitude of the Church towards the movement and show what motives induced the then kings and emperors to patronise it.

IV. What is the principle underlying the method of the Scholastic Philosophy which Abelard initiated? Illustrate the range of its influence. What are its defects, and how far can the circumstances of the Age be pleaded in its justification? Explain clearly the attitude of Roger Bacon towards the method.

V. 1. Contrast the Universities of Paris and Bologna as regards organisation and conception of learning. Mention three important Universities modelled after each. 2. By what peculiar circumstances of the Middle Ages were the Universities enabled to exercise influence over the whole of Europe? Illustrate what influence the University of Paris exercised in matters of religion.

VI. Sketch briefly the history of the relations between the *University* of Oxford and the *Town* of Oxford.

VII. 1. Mention the more important works of Abelard which influenced the course of Mediæval thought. What was his doctrine of Universals? 2. Point out the general aspects of the German Mediæval Universities. 3. What gave rise to the system of *College* instruction?

VIII. Estimate as accurately as you can the value of the contribution made by the Mediæval Universities towards advancing the culture of Europe and promoting its literature.

WEDNESDAY, 14TH JANUARY, 10 A.M. TO 1 P.M.

## **METHODS OF TEACHING AND SCHOOL MANAGEMENT (1).**

I. (1) What material do you think best for floors in Indian Schools and why? (2) In an ideal class room what should be the position of doors and windows with regard to the teacher and the pupils and why? What grouping of seats and desks facilitates proper lighting? (3) It is proposed to build a high school on a level piece of ground measuring 150 yds. by 180 yds. One of the longer sides faces the Bay of Bengal and one of the shorter ones gives on a road south of which is a town of 20,000 inhabitants. On the other two sides is open country. Draw a plan showing where and how you would place the main building (100 ft. x 30 ft.) of the school, the latrine, and the gymnastic apparatus. Write any explanatory notes you think desirable.

**II. Why ought schools to have museums? If you were appointed to a school without a museum and with very limited command of money, what steps would you take to form one?**

III. A school contains all the secondary classes (Forms I—VI). Half the pupils have Tamil and half Telugu as their mother tongue. Sanskrit, Tamil, and Telugu are each studied by one-third of the pupils as their "Second Language." The following are the qualifications of the staff.

**Headmaster, B.A. (Physical Science), L.T., Sanskrit.**

**1st Assistant, B.A. (History), L.T., Tamil.**

2nd " B.A. (Mathematics), untrained, Telugu.

4th „ B.A. (Moral Science), untrained, Tamil.

5th      "      F.A., untrained, Tamil.

6th " Matriculate certificated, Tamil.

### Sanskrit and Telugu Pundits.

Show in a tabular form what work you would assign to each member of the staff, under the heads: Subject, Form, Hours per week. Each form is to be provided with 25 hours teaching a week, but where you assign the bulk of the work of a form to one teacher so many hours "class work" may be entered, subjects not being specified.

IV. The boys in Secondary Schools in the Madras Presidency in 1900-1901 were distributed as under among the forms:

VI. 6527

III. 10604

V. 4612

II. 11251

IV. 6268

I. 13684

How would you account for the comparative weakness of the fifth form? The adoption of what measures would be likely to make the distribution of pupils among the Upper Secondary more like that among the Lower Secondary forms?

V. What registers must, to secure recognition, be kept in a High School in this Presidency? What other records should be systematically kept in a school and why?

VI. Explain clearly how joining in outdoor games may be expected to influence the characters of pupils. What good and what bad consequences may be expected to follow the establishment of inter-school contests in games and athletics for cups or trophies?

VII. By what practicable expedients may a teacher keep himself in touch with the parents of his pupils and enlist their active co-operation in the work of the school?

WEDNESDAY, 14TH JANUARY, 2 TO 5 P.M.

#### METHODS OF TEACHING AND SCHOOL MANAGEMENT (2).

I. What place should word-building have in the teaching of English? Would not writing words to dictation or spelling them orally do equally well? Give reasons for your answer.

II. An ordinary slate is placed before a boy and he is told to state all he can find out about it. What things would you expect him to tell you if he has had his powers of observation properly developed?

III. Suppose a large number of boys in a High School write a bad hand. What suggestions would you make for improving their handwriting?

IV. Write full notes of a lesson for teaching boys the correct use of the Present-perfect and Past-perfect tenses in English.

V. Explain clearly the method you would follow in teaching a class the 4th proposition of the 1st book of Euclid. What mistakes which the pupils are likely to make in proving this proposition would you guard against and how?

VI. Boys even in High School classes are often unable to say which of two given fractions such as  $\frac{4}{5}$  and  $\frac{5}{6}$  is greater and why. State clearly how you would make them understand this.

VII. Write full notes of a lesson on latitude and longitude and their uses.

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#### FIRST EXAMINATION IN LAW, 1902.

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MONDAY, 8TH DECEMBER, 10 A.M. TO 1 P.M.  
JURISPRUDENCE.

I. Distinguish between Sovereignty *de jure* and *de facto*. Give Austin's views regarding Sovereignty and some illustrations of their unsoundness. Where is Sovereignty in International relations?

II. State the theories of compulsion and contract regarding political obedience, and show that they are "alike incomplete and because incomplete misleading." What is the modern view regarding the basis on which a State is built?

III. Briefly sketch the history of the theory of Law of Nature in modern times. State its relation to the Law of England and also its influence on the rise of International Law.

IV. Give the various sources of Law. What according to Austin are the "supposed sources of Law"? Discuss the propriety or otherwise of including Interpretation amongst the sources of Law.

V. Explain "The most general category of law is duty." Define and criticize the division of duties into absolute and relative. Give examples.

VI. Enumerate the various conceptions which contributed to the notion of a primitive Will under the Roman Law and show that whatever of testamentary power exists at the present day has been adopted from the Roman Jurisprudence.

VII. What sort of ownership prevailed in Archaic societies? Compare the Indian village community with the Roman Gens. What is possession according to the Roman Law? How does it differ from what is understood as such by modern Jurists?

VIII. What was the earliest conception of crime? How is it consistent with the theory that "Criminal Law is the modern equivalent of the Law of Revenge." Was there any Criminal Law in early societies? Give reasons.

IX. Trace the development of the modern from the early notions of Contract. What is the influence of the Roman Law of Contracts on Feudalism?

X. Write short notes on the following:—*Jura in re aliena*; *Jus ad rem*; *Res extra commercium*; Legal fictions; Presumptions of law.

MONDAY, 8TH DECEMBER, 2 TO 5 P.M.

#### ROMAN LAW.

I. Give an account of the codification of the Law in Justinian's reign. What Codes had been enacted prior to that period?

II. "The *Jus privatum* is composed of three elements, and consists of precepts belonging to the *Jus naturale*, to the *Jus gentium*, and to the *Jus civile*," says Justinian. Explain clearly the meaning of these terms, and criticise this threefold division.

III. What were the essentials of a valid marriage under the Roman Law at Justinian's time?

IV. What were the various modes of acquiring property under Roman Law? Briefly explain the nature of each, and what could be transferred thereby.

V. What were the essentials of the *testamentum tripartitum*, and why was it so called?

VI. Explain the nature of Legacies and Trusts, under Roman Law, and give the provisions of the *Lex Falcidia* as regards the former, and of the *Senatus consulta Trebellianum*, and *Pegasianum* as regards the latter, showing the object of the Legislation in each case.

VII. Give the classification of contracts adopted in the Institutes, explaining briefly the nature of each.

VIII. Write short notes on the following terms : - *Manus, Capitis Diminutio, Tutor Legitimus, Obligatio, and Leonina Societas.*

IX. What were the Obligationes *ex delicto*, and *quasi ex delicto* respectively ? What was the probable reason for the distinction made in the penalties for manifest and non-manifest Theft respectively ?

X. Give a brief sketch of the history of the *Comitiae*, or Legislative Assemblies of Rome.

TUESDAY, 9TH DECEMBER, 10 A.M. TO 1 P.M.

LAW OF CONTRACTS, INCLUDING NEGOTIABLE INSTRUMENTS, I.

I. Define the following terms :—(1) Consideration. (2) Coercion. (3) Promise. Point out the difference (if any) between the English and Indian Law as to what constitutes them.

II. Distinguish between fraud and misrepresentation.

III. Define a bailment and state to what extent the bailee is responsible for the property bailed to him. A, the plaintiff, entrusted certain goods to B, the defendant, who was a common carrier plying for hire, for conveyance from one place to another. Owing to an accidental fire, the cause of which could not be traced, the goods of A and also other goods belonging to B were totally destroyed. A sued B for the return of his goods or their value but failed to prove that B or his servants had been in any way negligent. How should this case be decided ? Give reasons for your decision.

IV. On a sale of 1000 bags of grain by sample on 1st March 1900 the defendant takes delivery of 100 bags on 1st March, and subsequently takes two further deliveries of 100 bags each on 1st April and 1st May respectively and pays the value of the first two deliveries in June, but subsequently refuses to take delivery of the remaining 700 bags, alleging that the gram delivered at the 2nd delivery, *viz.* on 1st April, was not up to sample. The plaintiff thereupon sells the remaining 700 bags by auction after due notice at a loss of Rs. 200, and claims as damages Rs. 200, the difference between the contract rate and the amount realised by the auction sale. It is proved at the trial that the sale was by sample and that the gram delivered at the second delivery, *viz.* on April 1st, was not up to sample. How should this case be decided ?

V. A man contracts to do a thing which at the time of performance is impossible. Is he liable to perform his contract under any and what circumstances ? Discuss fully the following case :—A B purchased from C D 5 tickets to view the Coronation Procession on June 26th, 1902 at 5 pounds each. At the time of the sale of the tickets the seats had not been erected. The receipt for the sum paid (£25) described the seats as "seats to view the Coronation Procession." Owing to the illness of the King, the Coronation Procession

did not take place, but the seats had been erected. Plaintiff sued defendant to recover the £25 he had paid.

VI. Under what circumstances is an agreement entered into by a minor enforceable against him ?

VII. Discuss the following cases and decide them :—1. An infant, in consideration of being employed as a servant by a certain firm for the purpose of selling and delivering certain goods at the houses of the firm's customers, contracted in writing with the firm that he was to receive a certain salary whilst employed by the firm and that if he left their employment, he would not compete with them in the same sort of business within a radius of 3 miles for a term of 2 years from the date of his leaving their service. Shortly after he attained majority he left their service of his own free will and started a rival business within the prescribed area within the space of two years. The firm brought an action against him for damages and for an injunction to restrain him from breaking his contract. 2. Some shares in a certain Company which were not fully paid up were assigned to the defendant, A, an infant. Some months after A attained majority the Company went into liquidation and the liquidator appointed by the Court sued A for the calls due upon the shares. Is A liable ?

VIII. What remedies are open at Law and in Equity to a man who finds that he is a party to an agreement which is void owing to mistake ?

IX. What is meant by the Prerogative writ of Mandamus ? To what classes of cases is it applicable ? Is there any similar procedure in India, and how is the remedy restricted ?

TUESDAY, 9TH DECEMBER, 2 TO 5 P.M.

LAW OF CONTRACTS, INCLUDING NEGOTIABLE  
INSTRUMENTS, II.

I. Define the terms "Agency" and "Partnership," and show how they are related to each other.

II. Explain the following : - "Implied Agency;" "Gratuitous Agency;" "Factor;" "Broker;" "Commission Agent."

III. What restrictions are imposed on the power of a principal to terminate the Agency at any time ?

IV. A, the agent of B, buys a hundred bags of rice from C in his own name and without disclosing that he is really acting for B. B demands delivery of the rice from C on tendering him the price agreed on by A and C. C refuses to deliver the rice to B. What are the respective rights of the parties ?

V. A and B, partners in trade, agree to dissolve the partnership, and execute a deed for that purpose declaring the partnership dissolved as from January 1st. They do not however discontinue the business of the Firm, or give notice of the dissolution. On February 1st A indorses a bill in the partnership name to C, who is

not aware of the dissolution. Is the Firm liable on the bill ? Give reasons.

VI. Define " Bill of Exchange" and " Promissory Note," and give an example in proper form of each. Compare the former with the latter, and with a " Cheque."

VII. A, being indebted to his Bankers, gets a cheque on another Bank from his friend B, for the purpose of reducing his indebtedness, pays in the cheque, the amount of which is credited to A. B stops the cheque. Can A's Bankers recover the amount from B ? Give reasons.

VIII. Explain the nature and legal effect on the various parties concerned of a " crossed cheque."

IX. Define " Negotiation," and explain how it is effected, and how it differs from other modes of transfer.

X. What are the duties of an agent in respect of his principal which arise from the fiduciary character of his relationship to him ?

WEDNESDAY, 10TH DECEMBER, 10 A.M. TO 1 P.M.

#### THE LAW OF TORTS.

I. Explain briefly (1) *Judicial acts* ; (2) *Authorising a nuisance* ; (3) *Leave and License* ; (4) *Damage is the gist of the action* ; (5) *Concurrent but several causes of action* ; (6) *Franchise* ; (7) *Conversion* ; and (8) *Ancient lights*.

II. 1. Speaking of the classification of Torts, Pollock says, " we are now independent of forms of action." Explain. 2. " Whoever takes on himself to exercise a craft must be reasonably skilled at his peril." State the exception, if any, to this rule. 3. " There is no contribution among wrongdoers." Discuss the principle, with reference to decided cases in India and in England.

III. In what cases is one person held liable for another's wrong ? How far is a guardian liable for a minor's wrong ? How far is the minor himself liable ?

IV. What is meant by remedial *self-help* ? How do you distinguish it from self-defence ? In what case, and within what limits, can the remedy of *self-help* be availed of ?

V. 1. How far can *truth* be pleaded to justify a libel ? 2. Is a mere repetition of a libel actionable ? 3. Discuss the nature and extent of the privilege attaching to the publication of a report of a libellous utterance.

VI. What should the plaintiff allege and prove in the following cases ?—actions for (a) deceit, (b) waste, and (c) private nuisance.

VII. 1. In what cases will *negligence* be presumed against a wrongdoer ? 2. Explain with reference to decided cases the principle underlying the doctrine of contributory negligence.

VIII. Discuss the nature and extent of the liability of (a) the owner of vicious animals, (b) the vendor of poisonous drugs, and (c) the sender of explosives and other dangerous goods through common carriers.

IX. Are the following actionable? Give reasons. 1. A falsely and maliciously says that B, the District Munsiff, decided his case wrongly because he (the District Munsiff) did not understand the law upon the subject. 2. A tells the police that he suspects B to be the person who committed the burglary in his house. 3. A wantonly and maliciously omits all honorific titles to which B is entitled in describing the latter in a suit brought against him.

X. What was decided in the following cases? *Rylands v. Fletcher*, *Campbell v. Spottiswoode*, *Phillips v. Eyre*, *Hadley v. Barendale*, *Lumley v. Gye*.

## B.L. DEGREE EXAMINATION, 1903.

MONDAY, 12TH JANUARY, 10 A.M. TO 1 P.M.  
THEORY AND LAW OF PROPERTY (1).

I. "At the root of the English law of land lies the conception of Tenure." Explain this fully.

II. What was the origin of the classification of property into Real and Personal? In what respects does that classification differ from the natural distinction between immovables and movables?

III. Explain concisely the nature of the "Rule against Perpetuities."

IV. "A manor is an aggregate of rights vested in the lord, including rights in respect of lands, and also certain rights of jurisdiction." Explain the nature of these various rights.

V. It is said that the origin of Usages was a device to evade the Statutes of Mortmain. Give a full explanation of this statement.

VI. Write short notes on *Estovers*, *Waste*, *Emblements*, *Contingent Remainders*, and *Reversion*, giving examples of each.

VII. What estates are passed by the following grants?—1. "To A with remainder to B for 21 years, with remainder to the heirs of A." 2. "To A for 21 years with remainder to B for life, with remainder to the heirs of A." 3. "To A for 10 years with remainder to the heirs of A."

VIII. What changes were made in the rules of Intestate Succession by the Inheritance Act of 1833?

IX. Define an "Easement," and explain the various terms of the definition.

X. Explain the methods whereby Easements are imposed, acquired, and transferred.

MONDAY, 12TH JANUARY, 2 TO 5 P.M.  
THEORY AND LAW OF PROPERTY (2).

I. 1. What are the four kinds of common "assurances" enumerated by Blackstone and other text writers? Give an example

of each. 2. A, having contracted to sell a farm to B, lets him into possession pending the conveyance. A's title is proved to be defective. What are B's rights and liabilities under the Transfer of Property Act in respect of his occupation of the farm?

II. 1. Distinguish the different kinds of Security created by *Mortgages*, *Charges*, and *Pledges* respectively. 2. After the sale of the equity of redemption by the Mortgagor, has the Mortgagee to sue the Purchaser or the Mortgagor, for the principal and interest due on the mortgage? Give reasons. 3. On an exchange of land what would be the consequence of Ouster of one of the parties from defect of title discovered after title by prescription has been acquired?

III. Write explanatory notes on the following :—(a) Actionable claim, (b) Executory interest, (c) Power appendant, (d) Restrictive Covenant, (e) *Vivum Vadium*.

IV. 1. A makes a usufructuary mortgage of his lands in favour of B and then dies intestate and without heirs. Who is entitled to the equity of redemption of the mortgaged lands? 2. An estate is mortgaged to A in 1900 for Rs. 5,000 and then to B for Rs. 3,500. A sells his interest in the estate to C, a stranger, for Rs. 3,000. Is C entitled as against B to the whole debt of Rs. 5,000 or only to the Rs. 3,000 he paid A? 3. A mortgaged certain lands to B, but kept the title deeds himself. He then mortgaged the same to C handing over the documents of title at the same time. B now sues on his prior mortgage, joining A and C as defendants. To what relief is he entitled? Give reasons.

V. 1. What is meant by *lacking* a mortgage? In what respect does the Law in England differ from the Law in this country in regard to this matter? Illustrate your answer by suitable examples. 2. A mortgaged *Blackacre* to B for Rs. 10,000 and afterwards mortgaged *Whiteacre* to B for Rs. 5,000. Owing to the encroachment of the sea, the market value of *Blackacre* falls to Rs. 4,000 only, while *Whiteacre* is worth Rs. 15,000. A wishes to redeem *Whiteacre* alone, while B contends that both lands should be redeemed together. Discuss the rights of the parties.

VI. 1. A takes an agricultural lease of certain lands from B for a term of seven years at an annual rent of Rs 60. A year after the date of the lease, the land is submerged by a flood and remains in that condition for the rest of the term. Is A bound to pay any rent? Discuss clearly the principles involved. 2. What difference is there between the liabilities of (a) a lessee, (b) the lessee's assignee, (c) the lessee's executor in regard to breaches of covenants.

VII. A's general agent B purchased in his own name an actionable claim at a Court auction. At the time of purchase B had no knowledge of the market value of the claim but having discovered the next day that the purchase was very profitable, he assigned his right to realise the claim by means of registered deed, to C, the Sheristadar of the Court, at a price considerably above B's bid. C had no notice of the agency. B now sues C for the purchase money

and A seeks to obtain the transfer of the claim in his own name. Discuss the rights of the various parties.

VIII. 1. Distinguish an easement from (a) a license, (b) a profit à prendre, (c) a right *ex jure naturæ*. 2. Under what circumstances does there arise a way of necessity? How is it limited and by whom is it to be selected when more than one way is available? 3. Discuss clearly what was decided in the leading case of *Dalton v. Angus*. 4. State in outline, the right of a landowner as to (a) Water in a spring or well. (b) Surface water. (c) Water in a defined stream.

TUESDAY, 13TH JANUARY, 10 A.M. TO 1 P.M.

#### HINDU AND MUHAMMADAN LAW.

I. Write short notes on the following:—Jainini's Rule; Saptapathi; Kritrima Adoption; Marumakkatayam Law: Succession per stirpes; Remote Reversioner; The Mithila school of Law: and Law of Personal status.

II. 1. What is the rule with regard to the authority of the relations of a girl to give her in marriage? 2. Does the conversion of the girl to a different religion affect such authority? A Hindu girl while a minor was married by her father to a Eunuch. On attaining majority, she sues to have it declared that the marriage is not binding on her. Is she entitled to the relief?

III. 1. Can a minor take a boy in adoption? Give reasons. 2. What are the rights of a boy adopted by a leper? 3. Discuss the principle of *Factum Valet* as applied to adoptions. 4. What is Illatomm? How does it differ from adoption?

IV. 1. State succinctly the law regarding the partibility or otherwise of *gains of science* among members of an undivided Hindu family. 2. (a) The grandfather made a gift of his property to the father undivided from his son. (b) The father who is undivided obtained lands on Dharkast. Can the son claim a share in the above?

V. 1. What according to Mayne are the sources of liability of one person to pay the debts of another? 2. Discuss the validity or otherwise of the alienation by one member of a joint Hindu family of his share in the ancestral property.

VI. 1. How far and to what extent is a direction in a will for the accumulation of income valid? 2. If a will is invalid, to whom does the property go under the Hindu Law? 3. What was decided in the Pittapur case?

VII. 1. How far is a father-in-law bound to maintain his daughter-in-law? 2. What is the law with regard to reunion after a division among the members of a Hindu family? 3. Is a sister heir to her brother under the Hindu Law? What is her position in the order of succession?

VIII. Who are "distant kindred" according to Muhammadan Law? Compare their position with Residuaries. How many classes of "distant kindred" are there in Muhammadan Law?

IX. 1. In what cases does an increase of share occur under Muhammadan Law? 2. What is meant by the *Return*?

- X. 1. Can a wife make a will under the Muhammadan Law ?  
 2. Who can be legatees ? (3) How far is the position of a Muhammadan mother as guardian affected by her re-marriage ?

TUESDAY, 13TH JANUARY, 2 TO 5 P.M.  
 THE LAW OF EVIDENCE.

I. Explain and illustrate the rule "*Res inter alios acta alteri nocere non potest.*" State the exceptions, if any, to the rule and show why "its application to the law of Evidence is obscure."

II. Distinguish between (a) presumption and estoppel, (b) presumption of law and fiction of law. State the several kinds of presumptions laid down in the Indian Evidence Act and give three instances of each from the Act.

III. 1. A drew a bill upon B payable to a fictitious payee or order and indorsed it in the name of such payee, which B accepted. In an action by an innocent indorsee for valuable consideration, against B evidence is sought to be adduced regarding other bills drawn by A on B, payable to fictitious persons and accepted by B. It is admitted that none of these bills have any efficient relation to the bill on which the action is laid. 2. A is charged with uttering a forged bank-note and evidence is sought to be led in that the accused had uttered similar forged notes. State, with reasons, if the evidence is admissible in the above cases.

IV. What are the provisions of the English law and under the Indian Evidence Act regarding the admissibility of extra-judicial confessions against the persons making them ? Can such confessions be ever used against third persons, and if so, subject to what conditions ?

V. When is a dying declaration evidence ? Note the difference, if any, between the English and Indian laws on the subject.

VI. 1. A deed of transfer of immoveable property which on the face of it purports to be a sale, was executed by A in favor of B. It is recited therein that the consideration for the transfer was paid at the date of the execution of the deed. In a suit by B against A, the latter adduces oral evidence to show (a) that the transaction is really a mortgage and not a sale, (b) that the recital in the deed that consideration was paid is false. State, with reasons, if such evidence is admissible. 2. How, if at all, would your answer vary if the same evidence is sought to be adduced by C, a creditor of A in an action brought by the former against both A and B to show (a) that the transaction is a sham as no consideration passed, (b) that if true the deed evidences only a mortgage and not a sale ? 3. Is such oral evidence admissible in an action between third parties X and Y—assuming that it is otherwise relevant to the enquiry between them ? Give reasons for your answers.

VII. When and under what conditions are Judgments not *inter partes* relevant ? Discuss this question fully.

VIII. How far and for what purposes may evidence as to character be adduced in Civil cases in England and in India ?

IX. Classify under distinctive heads, evidence held inadmissible under the law on grounds of public policy. Refer briefly to the corresponding provisions, if any, of the Indian Evidence Act.

X. Write short notes on the following :—Public documents; latent ambiguity ; leading question ; *res gestae* ; *corpus delicti* ; *litis mota* ; *Slatterie v. Pooley* ; *Higham v. Ridgway*.

WEDNESDAY, 14TH JANUARY, 10 A.M. TO 1 P.M.

CRIMINAL LAW.

I. Define "Servant of the Queen," "document," "valuable security," "illegal," "robbery," "coin."

II. Give the aggravated forms of the following offences :—  
(a) Assault, (b) Theft, (c) Receiving stolen property, (d) Wrongful confinement, (e) Giving false evidence.

III. What are the limitations placed by the Penal Code upon the exercise of the right of private defence ?

Discuss and decide the following case :—A wakes up in the middle of the night, being aroused by a noise, and sees B in his room. A jumps up and seizes a revolver. B snatches up A's watch and runs away with it, but as he crosses the compound he drops the watch and A not knowing this, fires and kills him. A is prosecuted for murder. Is A guilty of any and what offence ?

IV. Give instances when (a) the motive, and (b) the intention, of a person who does an act is material in deciding whether that act amounts to an offence or not. How far if at all is the maxim "*Actus non facit reum nisi mens sit rea*" applicable to offences under the Penal Code ?

V. What are the limitations laid down with regard to the power of the Court to inflict a punishment of fine (a) either as the sole punishment, or (b) in conjunction with some other punishment, and what is the scale of imprisonment which may be awarded in default of payment ?

VI. A and B, who are brothers, and C, who is no relation, are convicted of conspiring to wage war against the King-Emperor. A is sentenced to death (subsequently commuted to 20 years transportation) and forfeiture of property. B is sentenced to transportation for 15 years and a fine of Rs. 10,000. C is sentenced to transportation for 10 years and a fine of Rs. 5,000, which is not realised and C suffers the full further terms in default. Before the sentences of A and B expire, X, a relation of theirs, leaves to each of them by will Rs. 10,000 for the purpose of giving them a fresh start in life after their release. A is released in due course. B dies before the expiry of his sentence, leaving as his heir his only son K. After C is released, the Government discover certain property belonging to C which had been successfully secreted during the term of his sentence. What are the rights of A, K, C, and the Government respectively to the property in each case ? Give reasons for your answer.

VII. Discuss the following case :—

A had an unloaded gun in his house. During A's absence B loaded it, intending to fire it off, but did not do so and replaced it in its usual place. A not knowing it had been loaded carelessly pointed it at X. The gun went off and killed X. Are A or B or either of them criminally responsible, if so for what offence ? Give reasons for your answer.

VIII. Under what circumstances, if at all, will (a) Insanity, (b) Intoxication, (c) Contributory negligence, afford a valid defence ?

IX. In what cases is a breach of contract made an offence under the Penal Code ?

X. Distinguish between theft and criminal breach of trust.

Discuss the following :—Shortly after the fire at the Madras Fair in 1886 A, a grass cutter found in the Peoples Park lying hidden in the grass near the scene of the fire a gold jewel. She sold the jewel to B for Rs. 3, thinking that if she gave it to the police they would never find the real owners and that they would never return it to her. Have A or B committed any and if so what offence ?

WEDNESDAY, 14TH JANUARY, 2 TO 4 P.M.

INDIAN CONSTITUTIONAL LAW.

I. "The Indian High Courts Act of 1861 closed the series of Constitutional Statutes consequent on the transfer of the Government of India to the Crown."—Enumerate these statutes, giving briefly their objects, and sketch a brief summary of the more important constitutional provisions of the first of these statutes.

II. Give a brief historical account of the origin and growth of the Judicial functions of the Privy Council and sketch a short summary of the law relating to the right to appeals to the Privy Council from the judgments of the Courts in India in Civil and Criminal cases.

III. Give a brief historical account of the constitution and powers of the Municipal Corporation of Madras as originally established.

IV. What questions of Constitutional importance arose for decision in the cases of (a) *In the matter of Ameer Khan*, (b) *The Nabob of the Carnatic v. The East India Company*, (c) *Mayor of Lyons v. East India Company*, (d) *Collector of Sea Customs v. Panniar Chitrumbaran*, and how where they decided ?

V. Name the earliest Courts established in the Madras Presidency under British rule and give an account of their jurisdiction.

VI. Give a general sketch of the history of the Provincial Criminal Courts in the Madras Presidency from 1802 down to 1872.

VII. Write short notes on

- (1) Scheduled Districts.
- (2) A Court of Oyer and Terminer.
- (3) Petty Sessions.
- (4) Court of Requests.
- (5) Non-regulation province.

**M.L.-DEGREE EXAMINATION, 1903.**

MONDAY, 12TH JANUARY, 10 A.M. TO 1 P.M.

LAW OF CONTRACTS (IN GENERAL).

I. Illustrate, from decided cases, the principle that until acceptance, no obligation arises.

II. Parties to an agreement agree further that the terms of their agreement shall be reduced into a formal writing. Discuss the effect of this latter agreement.

III. Discuss the question as to whether agreements made by minors are, under Indian Law, void or voidable.

IV. Compare the English and Indian Law as to agreements in restraint of trade.

V. How would you decide the following cases, and for what reasons, on the question of damages? (1) A contracted to sell and deliver to B "from 2000 to 4000 tons of coal." A failed to deliver any coal. B sued A for damages for non-delivery of 4000 tons. (2) A sued B for damages for non-delivery of coal contracted to be delivered to A between January and May 1900 in pursuance of a contract between the parties entered into on October 21st, 1899. There was no coal in the market of the particular description during the period covered by the contract, during which time A had entered into various contracts for the supply to customers of coal of the description in question at certain rates. (3) A, a tailor, delivered a sewing machine and some cloth to a railway company to be despatched to Y where a large fair was to be held. The railway company through carelessness sent the articles to Z, and they did not reach Y until after the fair was over. A sued the company for damages on account of his estimated profits, the travelling expenses of himself and his assistant to Y, and their expenses for food and lodging while at Y.

VI. Explain, with illustrations, why when it is sought to enforce contractual obligations by injunction the Court must be guided by the rules and provisions contained in Chapter II of the Specific Relief Act.

VII. What, if any, are the exceptions to the rule that a contract will not be specifically enforced in part?

VIII. How far, if at all, will silence on the part of a party to a contract as to a material fact afford a defence to specific performance of the contract.

IX. A contracted to do specified work for B for Rs. 1,000. (a) A performs half the work and then abandons it. (b) A completes the work but in a manner different to (though better than) the manner agreed upon. Can A in either case recover the price for the work performed from B? Give reasons.

X. A agreed to sell goods on credit to B for a certain period,

the goods being delivered by instalments. During the period B assigned his interest in the contract to C. Is the assignment to C valid ? Give reasons.

MONDAY, 12TH JANUARY, 2 TO 5 P.M.  
 BAILMENTS, CARRIERS, SURETYSHIP  
 AND GUARANTEE.

*(Give reasons for your answers.)*

I. State shortly the liability of an innkeeper with respect to the goods of his guest. A stayed at an hotel in Madras, and in his bedroom was a notice that the proprietor of the hotel would not be liable for the loss of valuables not deposited with him for safe custody. A placed his watch on a table in his room and left his door open ; the watch was stolen in the night. Has A any remedy ?

II. Compare, and state the principles on which you would decide, the following cases :—1. A deposited his carriage with B for safe keeping, and it was damaged by the fall of the shed in which it was placed. The shed had been erected by D, a builder, under contract with B, and its fall was due to the want of proper care and skill in its erection. 2. A hired a carriage from B for a year. A's coachman drove the carriage, for his own purposes, in another direction to that ordered by his master, and whilst so doing damaged the carriage by negligent driving.

III. In what cases, if at all, can a bailee set up the right of a third person to goods bailed, as against the bailor ? A, the owner of goods in B's warehouse, was induced by the fraud of C to instruct B to hold them to C's order. C sold the goods to D, who obtained a statement from B that he held the goods to D's order. On discovery of the fraud, B on A's instructions refused to deliver the goods to D. Has D any and what remedy ?

IV. A was carrier of goods under a contract with the owner exempting A from all liability for loss or damage to the goods, which were lost through a collision with the ship of C, caused by the negligence of the latter. Can A maintain a suit against C for the loss ; and, if so, what is the measure of damages ?

V. 1. What was the effect under the Common Law of a general notice by a carrier limiting his liability ? 2 A delivered a bullock to the railway company at Madras to be carried to N. The animal was placed in a truck of the usual kind, but during the journey escaped and was killed. Advise the company whether they have any defence to an action by A for damages, and what evidence they should adduce in support thereof.

VI. A, on his appointment as agent of B, procured two persons, C and D, to execute a guarantee for the due accounting of all monies received by him, which was drawn up so as to limit the liability of each surety to Rs. 500. After C had signed the guarantee, D also executed it, but added to his signature " liable for Rs. 100 only." B

now sued C and D jointly for Rs. 500, due to him by A. What are the rights of the several parties?

VII. What is a 'continuing guarantee,' and how is it determinable? 1. A, in consideration of the appointment of B as manager of a business for a term of seven years, gave a guarantee to C for the due performance of his duties by B, who subsequently became insolvent. Advise A as to his position. 2. A, upon the grant of letters of administration of the estate of a deceased person to B, entered into a bond with the district judge as surety for B, who has since committed, and threatens to continue, acts of mal-administration. Has A any and what remedy?

VIII. Examine, and state the principles applicable to the following case:—A gave to B a guarantee for the dealings of C, as agent for B. The agreement between B and C was for C to render monthly accounts; but A was not aware of, and did not make any inquiry as to, the terms of B's employment. Subsequently, it was arranged between B and C that half-yearly accounts should be rendered. C now seeks to make A liable for a balance due from B on his last half-yearly account.

IX. In a contract of carriage, who is liable for the freight as between the carrier and the consignor or consignee? A delivered a machine to B, to be returned to the owner C, from whom A had hired it on the terms that A should pay carriage both ways. The consignment note described C as consignee and stated that the consignee was to pay carriage when demanded by B. Advise B as to his remedy, if any.

X. State shortly the means by which a pledge of goods may be determined; and examine the following case:—A obtained an advance from B on deposit of a bill of lading for goods then at sea. On arrival of the goods, B handed the bill of lading to A, under an agreement that A should sell the goods and pay the proceeds to B in satisfaction of the debt. A sold the goods to C, under a previous contract for sale of goods of the same description, and became insolvent before receipt of the price, which is now claimed by the official assignee.

TUESDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

#### LAW OF AGENCY, PARTNERSHIP AND COMPANIES.

I. Agency has been said to be a "form of employment." Explain this, and define Agency, and show the nature of its connection with a Partnership and a Company.

II. Explain how a gratuitous Agency is a valid Agency, having regard to the rules of the Indian Contract Act as to the formation of Contracts.

III. Enumerate the different kinds of "General Agents", and give their rights and duties respectively.

IV. Explain the doctrine of Ratification, showing the principle on which it is based. A, who is not B's Agent and has no authority

to act for him, buys goods from C in his own name, but in reality he intends to buy them on behalf of B, though he does not assume the character of an Agent in his dealings with C. Can B afterwards ratify A's act and claim the goods from C? Give your reasons.

V. "An authority coupled with an interest is irrevocable." Explain clearly the meaning of this rule, showing the nature of the interest and how it arises. Consider these cases : 1. A consigns goods to a factor to sell at a certain price, the latter to be remunerated by a commission. Before sale A suddenly revokes his instructions. 2. A consigns goods to a factor to sell at a certain price. The factor advances a sum of money to A, in consideration of A allowing him to sell at the market price, and to retain his advances from the sale proceeds. A subsequently revokes the authority. 3. A consigns goods to a factor to sell at a certain price. The factor advances certain moneys to A on the security of the goods. A revokes his order to sell and does not repay the advances.

VI. What are the essential elements in Partnership? Define it accordingly. Criticise, if you can, the definition given in Section 239 of the Indian Contract Act.

VII. What is a Quasi Partnership and how does such arise? Distinguish between such relationship and that of creditor and debtor, and that of a dormant partner.

VIII. Show that the Law of British India does not permit a " Limited Partnership," save in the case of Infant partners.

IX. More than twenty persons took part in a lottery. The prize winners agreed with the promoters of the lottery to continue their subscriptions in respect of the successful ticket for two more years in accordance with the arrangement under which the lottery was established. The money not having been paid, the promoters sued on the covenant. The prize winners pleaded in defence that there had been no registration of the concern under section 4 of the Indian Companies Act, and that therefore the suit did not lie. What would be your decision of this case and on what reasons would it be based?

X. A served a Limited Company as a broker by getting shares therein subscribed for, under the tacit understanding that he should get the usual broker's commission. He was given two shares as remuneration for his services, though the account of his commission as broker had not then been settled. The company was wound up and the Liquidators placed his name among the contributories for the value of the two shares. A applied to have his name removed from the list. How would you decide this case and for what reasons?

TUESDAY, 18TH JANUARY, 2 TO 5 P.M.  
LAW OF DOMESTIC RELATIONS.

I. Under English law at the present day such rights as a wife has in her husband's property only arise on the death of her

husband intestate. What are these rights and how may the wife be debarred therefrom in her husband's lifetime?

II. "The authority of a wife to bind her husband by her contracts is simply a branch of the law of Principal and Agent." Explain this, showing how she derives her authority (a) when she and her husband are living together; (b) when they are living apart.

III. A forbids his wife B to pledge his credit. B buys goods on account of A from C, a tradesman, as she had been accustomed to do, and from D, a tradesman with whom she had not formerly dealt. C and D sue A for the value of the goods supplied. Can they recover? Give reasons.

IV. "The contract of marriage has as its sequent the resulting status—matrimony." What are the essentials of a valid marriage under the Hindu and Muhammadan Law respectively, and how can the status of matrimony be changed under those systems of Law, and under the Christian Law?

V. Consider the following case:—A and B, Hindus, married. B, the wife, subsequently deserted A, and lived with another man C. A and B subsequently become converted to Christianity, and A sued for a divorce from B by reason of her adultery with C.

VI. 1. A commits an assault on B, the servant of C. 2. B, the servant of C, is travelling by Railway. Through the negligence of the servants of the Railway an accident occurs and B is injured and laid up in hospital for three months. 3. A negligently drove over B, the servant of C, and killed him. 4. A carelessly drove over B, a child of C, aged two and a half years, and seriously injured B. What remedy has C, if any, in each case?

VII. "The law gives no remedy to a parent for the mere seduction of his daughter however wrongfully it may have been accomplished." Explain the circumstances in which a remedy is afforded.

VIII. 1. A Brahman boy 16 years of age, having left his father's house, went to and resided in the house of a Missionary, where he embraced Christianity and was baptized. The father sued to recover possession of the son from the Missionary. 2. A and B, married under the Christian Law, had a son aged 10 years. B, the wife, changed her religion to that of Muhammadanism and claimed the custody of the child. How would you decide these two cases? Give your reasons.

IX. What persons are entitled to Maintenance under the Law prevailing in British India? A and B are married under Hindu Law. What are their respective rights to maintenance (a) when the husband, A, becomes a convert to Christianity and B the wife remains a Hindu, and (b) B becomes a convert to Christianity and A remains a Hindu?

X. Compare the legal effects of Adoption under the Hindu, Roman, and Muhammadan Law.

WEDNESDAY, 14TH JANUARY, 10 A.M. TO 1 P.M.

LAW OF TORTS.

I. In what cases, if at all, is a man justified in using his own property in such a manner as to cause an injury to another?

Examine the following cases:—1. A farmer ploughed waste land, and then left it fallow, so that weeds grew up, of which the seeds were carried by the wind on to his neighbour's land, and did damage to the crops. 2. A and B were owners of adjoining mines. A, knowing that there was a body of subterranean water above a seam of mineral in his mine, worked the seam; and the water flowed down into and flooded B's mine.

II. State shortly the extent of the duty of an owner of premises to persons lawfully entering thereon.

III. Is the infancy of a party a material fact in an action for tort, in any and what cases? A, a student under 18 years of age, hired a riding horse, and was warned by the owner not to use the horse for jumping, as it was not in fit condition, and not to ride beyond a certain distance. A rode the horse beyond the specified distance, and also jumped it; and the horse was injured. Has the owner any, and what, remedy?

IV. Discuss the question, with reference to recent decisions, whether a combination of several persons to effect a common object, which results in damage to another person, constitutes a civil injury.

V. What is the measure of damages in an action of trespass to chattels, when brought by (a) one of several co-owners; and (b) a bailee?

Examine the following case:—A lent B a horse gratuitously; and B turned it into his field after dark. The fence separating B's field from C's, which C was bound to repair, was broken; and the horse fell through the fence, and was killed.

VI. State shortly the differences, if any, between an action for libel, and an action for slander of title.

Will an action lie in the following case?—A, a trader, published an advertisement of his goods, in which he untruly alleged his goods to be superior in quality to those of a rival trader B.

VII. Where statutory power has been given to a person to do an act, is he liable in any, and what, cases for damage thereby caused to another person?

Examine the following case:—In pursuance of powers conferred by statute, a railway company made an embankment, which prevented the flood water from running off adjoining land in the accustomed manner; and thereby caused damage to the land owners.

VIII. 1. Can one of several co-owners of a chattel maintain a suit for conversion against his co-owner, in any and what cases? 2. Is an auctioneer liable to a suit for conversion, if he sells the goods of a third party?

IX. What must be proved by the plaintiff in an action for deceit? Distinguish an action for deceit from a suit in equity for rescission of a contract for misrepresentation.

X. Under what circumstances is the remedy by injunction or that by damages, the appropriate remedy for an infringement of a right to light? Does the English differ from the Indian law in this respect?

WEDNESDAY, 14TH JANUARY, 2 TO 5 P.M.

LAW OF TORTS—NEGLIGENCE, NUISANCE,  
LIBEL AND SLANDER.

I. Is the owner of premises liable in any and what cases for a nuisance committed upon them by the occupier? Advise C as to his remedy in the following cases:—1. A let land to B for a term of years, and authorised him to erect lime-kilns, which caused a nuisance to C. A then sold the land to D. 2. C obtained an injunction against A to restrain a nuisance caused to him by lime-kilns erected by A on his land. A subsequently sold the land to B, who continued the nuisance.

II. Is it a defence to a suit for a nuisance that it is for the public good? A municipality, which owned land adjoining a river, constructed a reservoir for the purpose of supplying water to the town, and diverted a large quantity of water from the river, so as to affect the supply of water to the riparian owners lower down the river. Have the latter any and what remedy?

III. Where the independent acts of several persons are severally innocuous, but when combined cause damage to a third party, has the latter any remedy, and as against whom? A, a manufacturer, had for some years emptied water containing a harmless chemical into a stream. B started a factory from which he emptied into the same stream water containing another chemical, which of itself would not sensibly affect the water. The combination of the two chemicals prevented C, a manufacturer lower down the stream, from using the water in his business; has he any remedy, and against whom?

IV. What is the nature and extent of the right of an owner of land to the support thereof by his neighbour's land; and how is this right affected by the erection of buildings on the land? A, by working for coal under B's land, caused a subsidence; he satisfied B's claim for damages, and thereafter ceased to work his mine. Ten years afterwards, C, an adjoining owner, began to work the coal under his land; and a further subsidence of B's land took place, which would not have happened but for the original excavation by A. What are the rights of the parties?

V. What must be proved to support a suit against a person in respect of an act which affects the personal health or comfort of his neighbour? A and B had adjoining shops. A built a stove against

the wall separating the two shops, which was well constructed and of an ordinary character, but built so near the place where B kept his goods as to damage them.

VI. A, a surveyor employed by B, gave a certificate as to the condition and value of buildings in the course of erection upon B's land by C, a builder. Owing to A's negligence, the certificate was untrue; and D was induced thereby to advance money to C, on the security of his agreement with B. Has D any remedy, if the security for the loan is insufficient?

VII. What must be proved to support an action for slander, (a) in English Law; and (b) in Indian Law?

VIII. Discuss the question whether the contributory negligence of a person, to whose care or charge another person has entrusted himself, proclaims the latter from recovering for damage caused by a third person; and examine the following cases:—1. A collision occurred through the fault of two vessels X and Y, and A and B, an engineer of the ship and a passenger respectively, who were on board Y, but had nothing to do with its navigation, were injured. A and B now sue the owner of the other vessel, X. 2. A, a child of 5 years, whilst crossing the road with his father B, was injured by the negligent driving of C. The accident would not have occurred but for B's negligence.

IX. In what cases, if at all, is a person liable for his negligence, notwithstanding that the person damnified thereby was aware of the risk of damage, and ran the risk?

X. In an action for libel, in which the defendant pleads privilege for a confidential communication, is it material whether the defendant volunteered, or was applied to for, the information? Examine the following cases:—1. A, hearing that B, whom he had discharged from his service on suspicion of theft, was seeking to enter C's service, wrote to C, of his own accord, giving B a bad character. 2. At the hearing of a suit, A, the defendant's pleader, commented severely on the conduct of a witness for the plaintiff; and afterwards sent a full and fair report of the case, containing these comments, to a newspaper, in which they were published.

THURSDAY, 15TH JANUARY, 10 A.M. TO 1 P.M.

MERCANTILE LAW.

I. What are the rights of the parties upon the transfer by delivery of a bill of exchange payable to bearer? A discounted with B, a bill payable to bearer, without indorsing it. Unknown to A, the amount of the bill had been fraudulently altered by a previous holder. What are the rights of the parties?

II. What is meant by a *holder in due course* of a negotiable instrument? A, the manager of a bank, stole negotiable securities from the bank, and pledged them with B. Subsequently A obtained the securities from B by fraud, and replaced them in the bank safe. What are the rights of the bank and B?

III. In what cases, if any, will a lien be created upon the monies secured by a policy, by the payment of the premiums by a third party? A mortgaged a policy on his life to B and subsequently became bankrupt. A continued to pay the premiums, and on his death, C, his representative, claims payment of the premiums with interest, as salvage monies. Is he entitled thereto?

IV. What is the object and legal effect of the days of grace allowed by a policy for payment of the premiums? During the current year of a policy against fire effected by A with the X insurance company, the company gave A notice that they would not continue the insurance unless he paid an increased premium. A refused to do so. The premises were destroyed by fire after the expiration of the year, but within the days of grace. Has A any and what claim against the company?

V. Is there any and what distinction between a representation on which a policy is granted and a warranty contained in the policy? A policy of marine insurance contained in the margin the words "In port, 20th July, 1900." The ship sailed on the 18th July, and was lost in August. Can the assured recover the policy monies?

VI. What is a *qualified acceptance*; and what is the effect of the holder of a bill acquiescing in such an acceptance? A drew a bill on B, of Madras, for Rs. 500, for the price of goods shipped by A to B, and indorsed it to C. B accepted the bill, "subject to receipt of bills of lading" for the goods. What are the rights of the parties?

VII. Has a trader any right of property, or other interest, in the name under which he trades? Examine the following cases:—1. A company, "Thomas Glover & Sons, Limited," and John Glover, trading as "John Glover & Co." carried on similar businesses in the same town. John Glover took his sons into partnership, and changed the firm name to "John Glover & Sons;" and certain customers of the company were thereby led to believe the two businesses to be identical. 2. A, an employé of X and Co., allowed them to use his name as part of the description of the goods sold by them. He left them for another firm, who used his name on their goods.

VIII. Is it a defence to an action for infringement of a trade-mark that the mark was in use by another trader, before its adoption by the plaintiff, or that it contains misstatements? A obtained a patent for crucibles, and sold them as "Patent Plumbago Crucibles." Is it any defence to an action by A against B, for use of this description that A's patent has been declared invalid, or that its term has expired?

IX. What are the rights of the parties to an accommodation bill? 1. A bill was drawn by A, and indorsed by C, for the accommodation of B, the acceptor. B failed to pay the bill at maturity, and A was compelled to pay the amount. Advise A as to his position. 2. A drew a bill upon B, who accepted it for A's accommodation. A sent funds to B to provide for the bill, but became insolvent before maturity. What are the rights of A's assignee in insolvency, and B?

X. How is the right to a trade-mark acquired? Can an importer of goods manufactured in another country, and marked by the manufacturer with his own mark, restrain another importer from selling similar goods bearing the same mark, but made by a different manufacturer?

THURSDAY, 15TH JANUARY, 2 TO 5 P.M.  
MARITIME LAW.

I. At what date is the loss under a policy of marine insurance estimated? What are the rights of the assured in the following cases? 1. A ship, insured free of American condemnation, was driven ashore by wind and damaged; and was afterwards captured by the Americans and condemned. 2. A ship was insured at and from London to Calcutta, and was damaged by striking on a reef. After the expiration of the policy she was totally destroyed by fire.

II. When is freight insurable? A ship-owner effected a policy on freight on his ship at and from Madras to London. The ship arrived at Madras on 30th November, discharged cargo until the 5th December, and was lost on 6th December, when no homeward cargo had been shipped. The master had then purchased, on account of the ship-owner, 25 tons of goods, and had contracted with a local-firm, B and Co., to ship 120 tons of goods. A and Co. had informed the master that they intended to ship 90 tons of goods, but no contract had been signed. What are the rights of the assured under his policy?

III. What is the position of a person, other than the charterer, who ships goods on board a chartered ship, and accepts bills of lading from the master? C chartered a ship from A, and put it up as a general ship. F put goods on board in ignorance of the charter. The master refused to sign bills of lading except in terms of the charter, which gave the ship-owner liens for demurrage and freight under the charter, and refused to deliver up the goods. Advise F as to his position.

IV. Can the master of a ship sue, or be sued, in respect of a bill of lading signed by him, for freight or otherwise? Goods were shipped by charterers, under a charter-party which provided for payment of freight on delivery of cargo, the master to sign bills of lading, and on completion of loading the charterers' liability to cease. The master signed bills of lading, for "freight as per charter-party," and on non-payment sued the charterers. Have they any and what defence?

V. Where the treaty of Paris does not apply, what are the rights of a captor, and the owner of a vessel or of goods, with respect to freight, in case of (a) the capture of enemy's property carried in a neutral vessel; and (b) the capture of an enemy's ship carrying the goods of a neutral?

VI. What is the effect of notice of stoppage *in transitu* given by a vendor to the owner of the ship in which the goods have been

shipped? Can the vendor of goods ratify a stoppage *in transitu* made by another person without his authority, in any and what cases?

VII. What is the "suing and labouring clause" in a policy of marine insurance; and what losses are recoverable by the assured thereunder? Examine the following cases, in which the policy contained this clause:—1. A ship, assured against total loss only, put into a port of distress; and the master incurred expenses for the purpose of refitting and bringing her to the port of destination. 2. The master of a ship incurred expenses in employing a tug to prevent the vessel from going on shore.

VIII. What is the meaning and effect of a bill of lading? What is the effect of a bill of lading given to a charterer, which contains terms differing from those of the charter-party, as between (a) the ship-owner and the charterer; and (b) the ship-owner and an indorsee of the bill of lading from the charterer?

IX. What are the rights of the captor in respect of neutral property recaptured by him from the enemy? What are the rights of the parties in the following cases?—1. A neutral ship was captured by the enemy for breach of blockade, and for carrying contraband of war; and was subsequently recaptured by a British ship. 2. Neutral property was re-captured by a British ship, from a belligerent who had condemned it under the rule, "enemy's ships, enemy's goods."

X. What is the legal effect of a covering note, or "slip," for the issue of a policy on goods? A slip was given by an insurer to A, for a policy on 10,000 bags of rice, to be shipped by a certain line of steamers; the policy to be issued on receipt of particulars, and to include the risk of loading on board. A intended to load 1,000 bags of rice on the X steamer, and in so doing lost 500 bags; he then applied to the insurer for a policy on the 1,000 bags, and on its issue claimed for the loss. Is A entitled to recover?

### FIRST L.M. & S. DEGREE EXAMINATION, 1903.

MONDAY, 6TH APRIL, 10 A.M. TO 1 P.M.  
ANATOMY.

I. What bones enter into the formation of the orbit and what structures pass through its foramina?

II. How is the Superficial Palmar arch formed? Describe its relations and branches.

III. What is the Foramen of Winslow and what are its boundaries?

IV. Give the origin, course and distribution of the Right Phrenic Nerve.

MONDAY, 6TH APRIL, 2 TO 5 P.M.  
PHYSIOLOGY.

I. In what parts of the body is ciliated epithelium found? Describe the structure of ciliated epithelium and give an account of ciliary action.

II. Point out the ways in which the nervous system regulates the blood supply of any organ or tissue according to special requirements.

III. "The object of respiration is to give the haemoglobin of the blood the opportunity of combining with oxygen, and so replacing the oxygen which it has lost in its circuit of the body, and to allow the carbonic acid which is partly dissolved in blood and partly in loose combination with its salts, to escape into the air." Explain clearly how the various events referred to in this statement are brought about.

IV. Explain the advantages of a mixed diet. Give an example of a typical mixed diet specifying all its constituents.

V. Give an account of the structure and functions of a urinary tubule. State briefly what is known as to the history of urea in the body.

TUESDAY, 7TH APRIL, 10 A.M. TO 1 P.M.

CHEMISTRY.

I. Explain the terms : equivalent of an element, specific heat, atomic heat. Iron has two equivalents, viz.—18·66 and 28, the specific heat of iron is 0·112; explain why its atomic weight is taken as 56.

II. State the laws referring to (1) the volumes in which the constituent gases combine to form a gaseous compound, (2) the relation between the volumes of the constituent gases, before they combine, to the volume of the gaseous compound formed.

With reference to each of the above laws, state the volumes of the following gases:—steam, hydric chloride, ammonia.

III. Calculate the volume of hydrogen which can be liberated from water by 20 grammes of sodium, the gas being measured at 18° C. and 750mm. Express the result in cubic millimetres.

IV. Describe what takes place when each of the following substances is heated in a dry test tube, and give equations for any chemical changes which take place:—mercuric chloride, calomel, ammonium nitrate, microcosmic salt, and stannous chloride.

V. How is gaseous phosphoretted hydrogen usually prepared, and why is it spontaneously inflammable when so prepared? How does this gas resemble and differ from ammonia? Write equations to show what takes place when this gas is burnt in oxygen, and in chlorine respectively.

VI. Give an account of the manufacture of sulphuric acid, writing equations for the reactions which are believed to take place.

What are the properties of this acid? Name, in the order of their insolubility, the metallic sulphates which are insoluble in water.

VII. Name and give the composition of the most important minerals containing copper. Describe the process of extracting copper from the mixed ores. How do strong nitric and sulphuric acids respectively act upon copper (1) when cold, (2) when heated?

VIII. Mention the chief compounds of arsenic and of antimony, which are found in nature. How are these elements obtained from them? How may very small quantities of these elements be detected and identified?

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### SECOND L.M. & S. DEGREE EXAMINATION, 1908.

MONDAY, 13TH APRIL, 10 A.M. TO 1 P.M.

#### GENERAL PATHOLOGY.

I. Describe the life history of the simple tertian parasite of malaria.

II. What do you understand by the terms septicaemia, sapraemia, and pyaemia? Illustrate by examples.

III. Describe the macroscopical and microscopical appearances of (a) Large white kidney, (b) Granular contracted kidney.

IV. Describe the appearances of a heart the subject of advanced mitral stenosis.

V. What are the characteristics of a malignant tumour?

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TUESDAY, 14TH APRIL, 10 A.M. TO 1 P.M.

#### MATERIA MEDICA AND THERAPEUTICS.

I. Name the B.P. preparations of Arsenic, with their doses and actions.

II. Give the B.P. preparations of Hyoscyamus, with the doses of the two most important.

III. What is meant by (a) *incompatibility*, (b) *accumulative action*, (c) *antagonism*, of drugs? Give examples of each.

IV. 1. For what disorders would you select the following drugs?  
2. Give their doses. 3. Draw up a prescription containing each drug respectively, for the use of an adult:—Sodii Salicylas, Codeina, Colocynthis, Creasotum, Guaiacum, and Ergota.

V. Mention half a dozen important mixtures (B.P.) giving their composition, uses, and doses.

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TUESDAY, 14TH APRIL, 2 TO 5 P.M.  
HYGIENE.

I. What are the causes of unwholesomeness in fruit and fish? How would you recognise such food as being unwholesome, and what would be the probable consequences of consuming it?

II. A question is raised by the Municipal Council of a town of 20,000 inhabitants concerning the erection of a refuse destructor. What circumstances would lead you to advise for or against it?

III. You are called upon to treat a case of enteric fever in a private house. What is your duty as medical attendant to prevent the spread of the disease (a) if there be a properly constituted health department in the town, (b) if there be not?

IV. Define "permanent" and "temporary" hardness of water. How are they estimated? Are there any objections to using hard water (a) for culinary purposes, (b) for drinking?

V. What are the principal methods used in the purification of sewage? Which of them do you consider the most suitable to be applied to the sewage of Madras and why?

WEDNESDAY, 15TH APRIL, 10 A.M. TO 1 P.M.  
MEDICAL JURISPRUDENCE.

I. 1. On what grounds can a Life Insurance Company dispute its liability to pay the sum assured? 2. What are your responsibilities as a referee when you happen to be the family Medical adviser of the applicant for assurance?

II. Mention in detail what you understand by (a) Ergot, (b) Ergotism.

III. 1. Define suffocation. 2. Discuss the chief points that would arise in ascertaining the cause of death in suffocation.

IV. What are the differences between the male and female skeleton?

V. In connection with identification of the living, discuss the following points: (a) Scars, (b) Tattoo marks, (c) Finger tip impressions.

FRIDAY, 17TH APRIL, 10 A.M. TO 1 P.M.  
PRACTICAL PATHOLOGY AND BACTERIOLOGY.

[*N.B.—All preparations must be shown to the Examiner.*]

I. Stain and mount the section provided in Farrant's solution. Describe briefly on paper what you see, using Leitz objective 6 and eyepiece 3.

II. Make a fresh preparation of your own blood as if to demonstrate the malarial parasite.

III. Make preparations of the fluid in tube A so as to demonstrate its bacterial contents.

IV. Inoculate a broth tube from a colony in the Petri dish provided.

V. Specimens and Oral.

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### FINAL L.M. & S. DEGREE EXAMINATION, 1903.

MONDAY, 13TH APRIL, 10 A.M. TO 1 P.M.

MEDICINE INCLUDING MENTAL DISEASES  
AND MEDICAL ANATOMY.

I. Describe in detail the life history of the malarial parasite in man.

II. State what you know of puerperal insanity and its treatment.

III. Cirrhosis of the Liver. Describe the etiology, morbid anatomy, symptoms, diagnosis and treatment of this affection.

IV. Give the symptoms, etiology and treatment of a case of spasmodic asthma.

V. What are the different varieties of tapeworm ? Describe generally their structure. What treatment would you adopt ?

MONDAY, 13TH APRIL, 2 TO 5 P.M.

SURGERY AND SURGICAL ANATOMY.

I. Describe the various ways in which healing of wounds may take place. What conditions are essential for obtaining healing by "first intention"?

II. Enumerate the causes of caries of bone. Describe the signs and symptoms of the disease, and explain the principles upon which it is treated.

III. State the rules that should be observed in the treatment of primary haemorrhage from wounded arteries, and explain the reasons for each rule respectively. How would you treat a punctured wound of the superficial femoral artery from which haemorrhage was going on ?

IV. What are the signs of backward dislocation of both the radius and the ulna at the elbow joint ? How would you diagnose such an injury from a fracture of the lower end of the humerus ? Describe the treatment of this form of dislocation.

V. Describe the anatomical relations of the popliteal artery. What symptoms, both intrinsic and extrinsic, would be produced by an aneurism of this vessel ?

TUESDAY, 14TH APRIL, 10 A.M. TO 1 P.M.

MIDWIFERY AND DISEASES OF WOMEN AND  
THE NEW BORN CHILD.

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I. Give the causes of face presentation, and describe the mechanism of Labour in the 1st position.

II. What are the uses of the liquor amnii, and what is supposed to be the average amount ? How does an excess or deficiency affect labour, and in what stage ?

III. Describe the appearance of a typical rachitic pelvis. To what causes are the deformations due ? In Madras what kind of deformed pelvis is most common ?

IV. Accidental Haemorrhage.

(a) Give causes, symptoms, diagnosis and treatment.

(b) Give your opinion with reference to the position of the placenta in the three zones of the uterus, as regards safety or otherwise.

V. What discharges may appear from the vulvar outlet ? Give their causes and characters.

VI. Pyrexia of Dentition : describe an uncomplicated case, giving the treatment.

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TUESDAY, 14TH APRIL, 2 TO 5 P.M.

OPHTHALMOLOGY.

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I. Describe fully the causes, symptoms, progress and treatment of a case of stricture of the nasal duct.

II. What is the usual form of strabismus met with in young children ? Mention also its cause, and what treatment you would adopt to rectify the condition.

III. What do you understand by a "Morgagnian" cataract ? How can it be distinguished ? Describe the treatment, that you have seen usually adopted for its removal.

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FIRST M. B. & C.M. DEGREE EXAMINATION, 1903.

MONDAY, 6TH APRIL, 10 A.M. TO 1 P.M.

INORGANIC CHEMISTRY.

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I. What is meant by the molecular heat of a compound ? Under what circumstances does the molecular heat help in the determination of atomic weights ? The specific heats of barium chloride, strontium chloride, and calcium chloride are respectively : 0.0902, 0.1199, and 0.1642 ; and in each chloride there are 70.74 parts of chlorine combined with 136.9 parts of barium, 87.3 parts of strontium, and 39.91 parts of calcium. The specific heat of calcium

has been ascertained to be 0·170. Show (a) how the atomic weight of chlorine can be calculated from these data, and (b) how the atomic weights of strontium and barium also may be inferred from them.

II. 22·19 grammes of a substance yields on analysis 4·51 grammes of aluminium and 17·68 grammes of chlorine; the vapour density of the compound is 9·35 (air=1); and the atomic weights of aluminium and of chlorine are 27·04 and 35·57 respectively. Show how the empirical and the molecular formulae of the substance are evolved from these data.

III. How are the chlorides of phosphorus prepared? Write equations to show how they react with (a) water, and (b) sulphuric acid. The vapour density of one of these chlorides diminishes as the temperature is raised; state which chloride behaves thus and explain the cause of this behaviour. Name any other compound which behaves similarly, and state how the true vapour density is ascertained in such cases.

IV. Name and give the composition of the minerals in which fluorine occurs. How has this element been isolated, and in what respects does it resemble and differ from the other halogens?

V. What is the chief source of iodine, and how is the element obtained from it? How may iodine be converted into iodic acid and into periodic acid? State what you know regarding the valency of iodine.

VI. Name and give the formulae of the chlorides of mercury. State how each is prepared. How does each behave (a) when boiled with hydrochloric acid; and (b) when aqueous ammonia is added to it?

VII. Name and give the formulae of the chief minerals containing magnesium. From which of these and how is the metal obtained? Name the other elements of the group to which it belongs and point out the resemblances and the differences between it and them.

VIII. Describe briefly the manufacture of one of the following:—  
1. Common alum. 2. Glass. 3. White lead.

MONDAY, 6TH APRIL, 2 TO 5 P.M.

### PHYSICS

I. Define Simple Harmonic Motion, and explain it by a circle of reference. What is meant by the "phase" of a vibrating particle? Explain by a diagram the difference in the phase of the two equal S.H.M.'s which compose circular movement.

II. Describe the construction and the use of the micrometer screw gauge; and explain how the pitch of the screw may be determined.

III. Draw a diagram of, and explain the action of the syphon. What effect is produced by lengthening the long leg of the syphon, and why?

IV. Show that the wave length of the primary note of a closed pipe is four times the length of the pipe. Explain how the air in the pipe vibrates, and how it can be shown that it is the air, and not the material of the pipe, which vibrates.

V. Define the terms: unit of heat, capacity for heat, and specific heat; and show that the quantity of heat required to raise a mass  $m$  whose specific heat is  $c$  from  $t^{\circ}$  to  $T^{\circ}$  is  $mc(T-t)$ .

VI. Describe the construction of a Nicol's prism, and explain its action on light. Explain how polarised light may be detected.

VII. What is meant by the declination of the magnetic needle? Describe a simple method of determining declination, and give a brief account of the way in which declination varies in different parts of the earth's surface.

VIII. Describe the construction and the action of the induction coil (Rhymkorff), explaining clearly the use of the condenser attached to it.

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TUESDAY, 7TH APRIL, 10 A.M. TO 1 P.M.

GENERAL BIOLOGY.

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I. Compare the pelvic girdle and hind limb of the Hare and Frog.

II. Write notes on the following:—notochord, allantois, gastrula, placenta.

III. Describe the various methods by which Amoeba, Vorticella, and Hydra, reproduce themselves.

IV. What are cambial tissues and in what parts of plants are they found? Describe the exact manner in which they lead to an increase in the bulk of a plant.

V. Give an account of the structure of any seed and state the conditions necessary for its germination. Describe briefly the characters of the seedling.

VI. Compare Yeast, Penicillium, and Chara, as regards their mode of nutrition and their reproduction.

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FRIDAY, 10TH APRIL, 10 A.M.

GENERAL BIOLOGY—PRACTICAL.

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I. Make a dissection so as to display to the best advantage the nervous system of the Earthworm.

II. Make a dissection to show *in situ* the upper surface of the brain and olfactory nerves of the Frog. Make a sketch and name thereon the parts displayed.

III. Remove from the Cockroach the entire alimentary canal with its appendages. Pin the preparation out on a board fully extended.

IV. From the material supplied make a preparation showing as clearly as possible scalariform vessels. Fix the best part of the preparation under the high power of the microscope.

SECOND M.B. & C.M. DEGREE EXAMINATION, 1903.

MONDAY, 6TH APRIL, 10 A.M. TO 1 P.M.

ANATOMY.

- I. Describe the cricoid cartilage. What are the actions and innervation of the muscles attached to it?
- II. What are the relations of the Pancreas? Give its vascular and nervous supply.
- III. What are the relations and branches of the Internal Pudic artery?
- IV. How is the Sacral Plexus formed? What are its relations and branches?
- V. Give the origin, course and relations of the Thoracic Duct.

MONDAY, 6TH APRIL, 2 TO 5 P.M.

PHYSIOLOGY.

- I. Describe the changes which take place in an ordinary voluntary muscle during its contraction. Explain the difference between a simple and tetanic contraction. What is rigor mortis?
- II. State fully the composition and properties of pancreatic juice and explain its action on the different food-stuffs. Describe the minute structure of the pancreas.
- III. Give an account of the chemical composition of blood. Where and how do blood corpuscles arise?
- IV. Describe the appearances seen in a transverse section through a coil of the cochlea. What are the functions of the parts shown in the section?
- V. State what is known as to the functions of the so called "ductless glands," and give an account of the effects which follow their extirpation.

TUESDAY, 7TH APRIL, 10 A.M. TO 1 P.M.

ORGANIC CHEMISTRY.

- I. State Raoult's law relating to the depression of the freezing point of solutions. Mention some compounds which deviate from the law, and state how such deviations have been explained. 12.62 grammes of a substance when dissolved in 92.25 grammes of water depressed the freezing point of water by  $1.45^{\circ}\text{C}$ . Find the molecular weight of the substance, the constant for water being = 19.
- II. Describe V. Meyer's method of determining vapour density. 0.0846 gramme of a substance when vapourised in Meyer's apparatus displaced 9.15 c.c. of air, the temperature was  $23^{\circ}\text{C}$ , and barometer 749.5 mm; tension of water vapour at  $23^{\circ}\text{C}$ . being equal to 20.86 mm. From these data, calculate the vapour density of the substance.  
• (1 lit. air at N.T.P. = 1.2936 grammes).

III. What are (a) Ethers, and (b) Esters? Compare their chemical properties. By what methods can each of these two classes of compounds be prepared?

IV. How may urea be prepared from ammonium carbonate, carbon monoxide, and urino? Write equations to show its behaviour with

- (1) nitrous acid,
- (2) alkaline hypobromite solution,
- (3) mercuric nitrate,
- (4) water, when heated in a sealed tube.

V. State briefly some of the reasons on which the "ring formula" for benzene has been accepted. Explain by diagrams what is meant by ortho, meta, and para substitution compounds of benzene; and indicate by reference to any reactions how it is ascertained that in a given set of di-substitution products, the substituting elements are in the ortho, meta, or para positions.

VI. How many modifications of tartaric acid are known, how do they differ from each other, and how is each variety obtained? How is the existence of those varieties accounted for?

Tartar emetic is regarded as a salt of a substituted antimonicous acid; express this fact by means of a formula.

VII. How may the phthalic acids be prepared, and how may the ortho acid be distinguished from the meta and the para acids? From which of these and how is phenolphthalein produced? What use is made of this substance in analytical operations?

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MONDAY, 13TH APRIL, 10 A.M.

#### HISTOLOGY AND CHEMICAL PHYSIOLOGY.

I. Mount the section provided. Identify the preparation and make a careful sketch of it, indicating the parts actually seen.

II. Identify the microscopical preparations marked 1, 2, 3, 4, 5, 6.

III. Make an analysis of the sample of urine provided, to show whether or not it contains any abnormal constituent.

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#### THIRD M.B. & C.M. DEGREE EXAMINATION, 1903.

MONDAY, 13TH APRIL, 10 A.M. TO 1 P.M.

#### GENERAL PATHOLOGY.

I. Describe the macroscopical and microscopical appearances of lardaceous disease of the spleen. What organs are especially affected by this condition? State what you know as to its causation.

II. State what you know of the pathology and post mortem appearances of dysentery.

III. Describe the Anchylostomum duodenale. What is its habitat, and what effects does it produce in its host?

IV. Enumerate the causes and describe appearances of an atheromatous ulcer of the aorta. What are its sequelae?

V. Describe the different varieties of white corpuscles found in normal blood.

MONDAY, 13TH APRIL, 2 TO 5 P.M.

PRACTICAL PATHOLOGY AND BACTERIOLOGY.

(N.B.—*All preparations must be shown to the examiner.*)

I. Make a fresh preparation of your own blood as if for the purpose of demonstrating the parasite of malaria.

II. Stain and mount in Canada balsam the section of tissue supplied. Make a drawing of what you see, using Leitz objective 6 and eyepiece 3.

III. With the serum provided test cultures B and C for agglutination, stating on paper the results obtained, the dilution employed, and the time allowed.

IV. Examine the growth in tube D and state on paper what you think of it.

V. Make a stab inoculation of an agar tube from the culture provided.

VI. Specimens and Oral.

TUESDAY, 14TH APRIL, 10 A.M. TO 1 P.M.

MATERIA MEDICA AND THERAPEUTICS.

I. Mention half a dozen important pills (B. P.) and state their composition, uses and doses.

II. Acid Hydrocyanic dil, Aloin, Chloral Hydras, Conium, Digitalis, and Scoparii Cacumina.

(a) What are the therapeutic uses of the above?

(b) Write an elegant prescription containing a preparation of each.

III. Give a careful description of the action of (a) Iodoform, (b) Carbolic acid, (c) Iodide of Potassium. What unpleasant results may follow the uses of these drugs respectively?

IV. What are (a) Vermifuges, (b) Vernicides, (c) Antispasmodics, (d) Cholagogues? Give examples of each.

TUESDAY, 14TH APRIL, 2 TO 5 P.M.

HYGIENE.

I. How does steam operate in the disinfection of infected clothing? Describe roughly the structure of a steam disinfecter and the method of using it.

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II. Give sketches and plans of a schoolroom for 50 children between 10 and 14 years of age, having regard to light, ventilation, comfort, and all sanitary details.

III. Compare rice and dhal as articles of food.

IV. What are the principal impurities found in drinking water in India? State in tabular form the importance you attach to, and the inferences you draw from, the presence of each impurity mentioned.

V. How does the amount of moisture in the air affect the climate of a place? How is the moisture of the air influenced by the presence of solid particles such as dust?

VI. What are the principal diseases contracted by human beings from the ingestion of diseased meat, and how may they be avoided? (Putrefaction need not be considered).

WEDNESDAY, 15TH APRIL, 10 A.M. TO 1 P.M.

### MEDICAL JURISPRUDENCE.

I. Cantharides.

(a) How do cases of poisoning occur?

(b) Describe the symptoms.

(c) Give the treatment.

II. Discuss the criminal responsibility of the accused in a mortal injury (a) with, (b) without, extenuating circumstances.

III. Under what circumstances are you justified in putting restraint upon an alleged insane? What is the procedure adopted in committing an insane to a lunatic asylum?

IV. (a) State what you know about death-bed declarations.  
(b) How does the law in England differ from the law in this country on this point?

V. How is the age of a foetus determined at the 3rd, 6th, and 9th months?

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## FINAL M.B. & C.M. DEGREE EXAMINATION, 1903.

MONDAY, 13TH APRIL, 10 A.M. TO 1 P.M.

### MEDICINE, INCLUDING MENTAL DISEASES AND MEDICAL ANATOMY.

I. Describe in detail the life history of the malarial parasite in man.

II. Describe the mechanism of the causation of hypertrophy in the different valvular diseases of the heart.

III. Give the causation, symptoms, terminations and treatment of a case of chronic ulcer of the stomach.

IV. Give the causation, symptoms and physical signs of a case of chronic dilatation of the stomach.

V. In the examination of an alleged insane person, to what points would you direct your attention to enable you to form an opinion ?

MONDAY, 13TH APRIL, 2 TO 5 P.M.  
SURGERY AND SURGICAL ANATOMY.

I. Define the meaning of the terms Sapraemia, Septicaemia, and Pyaemia. Describe the symptoms that are common to all of these diseases, as well as those that are special to pyaemia.

II. Describe the symptoms and signs that are met with in cases of fracture of the base of the skull, noting the pathological significance of each, especially with reference to the exact seat and nature of the lesion. Describe in detail the treatment of such injuries.

III. What are the different ways in which tubercle attacks the joints ? Describe the signs and symptoms of a typical case of the so-called "pulpy degeneration" of a joint. What are the principles upon which cases of the latter kind are treated ?

IV. In what forms of kidney disease does marked enlargement of the organ occur ? How are swellings of the kidney distinguished from swellings connected with the liver and the spleen respectively ?

V. In what part of its course is the lingual artery most commonly tied ? Describe the anatomical relations of the artery at that point.

TUESDAY, 14TH APRIL, 10 A.M. TO 1 P.M.  
MIDWIFERY AND DISEASES OF WOMEN  
AND THE NEW-BORN CHILD.

I. Enumerate the signs and symptoms present in the 5th month of uterogestation, carefully distinguishing their comparative value.

II. Occasionally an arm presentation terminates by natural powers : describe the mechanism by which the child is born, giving the conditions that are favourable for such a process.

III. What are the causes which many lead to Hæmorrhage after delivery ? How would you (1) guard against them, (2) treat them ?

IV. Describe in detail the operation of Cæsarean section. Under what circumstances would you perform it ?

V. Diagnose a case of uncomplicated retroversion of the non-pregnant uterus, stating symptoms usually complained of, and the treatment you would adopt.

VI. What are the principal forms of diarrhoea met with in infants, and what is the appropriate treatment of each ?

TUESDAY, 14TH APRIL, 2 TO 5 P.M.  
OPHTHALMOLOGY.

I. What do you understand by "compound hypermetropic astigmatism"? State briefly how you can discover this error of refraction, and how it can be rectified.

II. What is one of the commonest results, as seen in the upper lids, of chronic granular ophthalmia? Describe any operative treatment to relieve it.

III. Describe the symptoms, ophthalmoscopic appearances, prognosis, and treatment of a case of "Retinitis albuminurica".

FIRST EXAMINATION IN ENGINEERING, 1903.

MONDAY, 12TH JANUARY, 10 A.M. TO 1 P.M.  
ALGEBRA AND GEOMETRY.

I. 1. Divide  $(a + b + c)^5 - a^5 - b^5 - c^5$  by  $(a + b + c)^3 - a^3 - b^3 - c^3$ .

2. Give an algebraical and also a geometrical proof of the theorem that, given  $ax + by$ ,  $xy$  is a maximum when  $ax = by$ . Also find when  $x^2 y^3$  is a maximum, given  $3x + 4y$  is constant.

II. Solve (1)  $6^x + 6 = 3x+1 + 2x+4$ .

$$(2) \quad 4x^2 + 2xy + y^2 = 84.$$

$$2x + \sqrt{2}xy + y = 14.$$

III. 1. Find the sum of an infinite geometric progression whose common difference is less than unity, and hence deduce the arithmetic rule for finding the value of a recurring decimal.

2. Sum to  $n$  terms the series whose  $r^{\text{th}}$  term is  $1 + a + a^2 + \dots + a^r$ .

IV. 1. Find the total number of ways in which a tennis party consisting of 5 ladies and their husbands can be divided into sets of two each so that no husband and wife may form any one of the sets.

2. If, in the expansion of a binomial, any two adjacent terms are equal, prove that these are the greatest terms.

3. If  $2r$ .  $a_r = 2r-1$  and  $p_r = a_1.a_2.a_3 \dots a_r$  find the value of  $2p_{n+1} + (p_1.p_n + p_2.p_{n-1} + p_3.p_{n-2} + \dots \text{to } n \text{ terms})$ .

V. Find at what annual rent an estate should be leased for 30 years, which will begin to yield Rs. 100 at the end of ten years and will thereafter yield every year Rs. 20 more than in the previous year, calculating compound interest at 5 per cent per annum.

VI. 1. Given the vertical angle of an isosceles triangle in magnitude and its vertex in position, find the locus of one extremity of the base when the other extremity is on the circumference of a given circle. 2. Prove that, in a right angled triangle the square on the hypotenuse is equal to the sum of the squares on the other two sides.

VII. 1. Prove that the angles standing on the same segment of a circle are equal. If a straight line subtends equal angles at two given points, prove that the points and the extremities of the straight line are concyclic. 2. Prove that the feet of the perpendiculars from any point of the circumference of the circumscribing circle of a triangle to its sides lie in one straight line and that this line bisects the line joining the point with the ortho-centre of the triangle.

VIII. 1. Inscribe a regular pentagon in a given circle. 2.  $AB$  and  $CD$  are two diameters of a circle with centre  $O$  intersecting at right angles.  $E$  is the middle point of  $AO$  and  $F$  is a point in  $OB$  such that  $EF = EC$ . Prove that  $OF$  is equal to the side of a regular decagon and  $CF$  to that of a regular pentagon inscribed in the circle.

IX. 1.  $O$  is the middle point of the diagonal  $AC$  of the quadrilateral  $ABCD$ .  $OB$  and  $OD$  are cut in the ratio of 1 to 2 by  $EF$  intersecting  $AC$  in  $H$ .  $EG$  is cut off from  $EF$  equal to  $FH$ . Prove that  $G$  is the centre of gravity of the quadrilateral  $ABCD$ . 2. Prove that the rectangle contained by the diagonals of a quadrilateral is equal to the sum of the rectangles contained by the opposite sides, if a circle can be described about the quadrilateral, and less than that sum if a circle cannot be so described.

X. 1. If a tetrahedron be cut by a plane parallel to two of its edges which do not meet and are equal, prove that the perimeter of the section is equal to the sum of the two equal edges. 2. Prove that, if a solid angle be contained by three plane angles, any two of them are together greater than the third.

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MONDAY, 12TH JANUARY, 2 TO 5 P.M.  
MENSURATION AND PLANE TRIGONOMETRY.

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I. From the following data calculate the quantity of earthwork required to raise and reform 400' length of an old abandoned road. The new road to have a top width of 16' and side slopes  $1\frac{1}{2}$  to 1.

|                      | At 0'              | 100'               | 200'   | 300'   | 400'               |
|----------------------|--------------------|--------------------|--------|--------|--------------------|
| Level of old road .. | 22.32              | 23.17              | 23.82  | 24.15  | 25.20              |
| Top width of do. ..  | 10'                | 11'                | 12'    | 12'    | 10'                |
| Slopes of do. ..     | $\frac{1}{2}$ to 1 | $\frac{1}{2}$ to 1 | 1 to 1 | 1 to 1 | $\frac{1}{2}$ to 1 |
| Level of new road .. | 25.20              | 26.20              | 27.20  | 28.20  | 28.20              |
| Level of ground ..   | 20.17              | 20.52              | 21.24  | 21.39  | 21.52              |

II. Road metal is heaped in stacks with horizontal rectangular sections at top and bottom and uniform slopes on all the four sides and is measured as having an average sectional area equal to that at mid-height. A contractor who had 10,000 stacks with  $4' \times 1'$  and  $8' \times 5'$  for the upper and lower surfaces and height 1' 6" is required

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to convert them into stacks with 3' 6"  $\times$  2' 6" and 6' 6"  $\times$  5' 6" for the two surfaces and 1' 3" height. Calculate the actual quantity of metal he had collected and the quantity for which the new heaps will be passed.

III. Find the weight of 20' length of a rope of 1" diameter made up of wires  $\frac{1}{16}$ " diameter, the specific gravity of the metal being 7.82.

IV. Find how many shots of .05 inch radius can be made out of a leaden cone whose base is 3" and slant height 4". Find approximately the space the shots will occupy when heaped together.

V.1. Prove by means of a figure that

$$\sin A + \sin B = 2 \sin \frac{A+B}{2} \cos \frac{A-B}{2}.$$

2. Prove the formula for the sum of the cosines of any number of angles in Arithmetical Progression.

3. The tangents of four angles whose sum is  $90^\circ$  are in the ratio of  $a : b : c : d$ . Find the values of the tangents.

VI. The pier of a bridge is 16' long exclusive of the triangular cutwaters and 5' thick, and was built in a line with the current. Assuming that, for the same depth, the pressure on the pier varies as the sectional area of the portion of the stream which presses on it, find through what angle the current must have deflected if thereby the total pressure on the pier is doubled.

VII. Solve a triangle in which one angle at the base, the opposite side and the altitude are given, and explain when the solution is ambiguous or impossible.

VIII. In the  $\triangle ABC$ ,  $a = 10$ ;  $b = 12$ ;  $c = 16$ .  $D$  is the middle point of  $BC$  and  $AE$  is the perpendicular on it. Find the lengths of the lines  $AD$  and  $DE$ .

IX. Solve the following triangle and find its area:—

$$b = 125.6; c = 153.2; A = 57^\circ.$$

X. The elevation of two objects  $P$  and  $Q$  on a sloping hill from two points  $A$  and  $B$  on a level plane and in the same vertical plane with them are observed to be  $50^\circ$  and  $40^\circ$  at  $A$  and  $60^\circ$  and  $52^\circ$  at  $B$ .  $AB = 300$  yds. Find the height of  $P$  above  $Q$ .

**TUESDAY, 13TH JANUARY, 10 A.M. TO 1 P.M.  
DYNAMICS.**

I. Prove that the time a body takes to slide down any smooth chord of a vertical circle from its highest point is constant, and find the line of quickest descent from a given point to a given circle in the same vertical plane.

II. The abutment of a bridge is 16' long and 20' high from the foundation. The average thickness is to be 5'. Two sections are proposed, one with 1' off sets at every 5' height on the inside and the other with a batter on the outside of 1 in 5. Calculate for the two sections respectively the moment that will overturn the abutment at the outer line of the foundation. Weight of masonry 125 lb. per cubic foot.

III. 1. Explain how friction between various kinds of surfaces in contact can be experimentally ascertained. 2. Find the least force that will draw a mass of 500 lbs. (a) up, and (b) down, a plane inclined at  $15^{\circ}$  to the horizon, the limiting coefficient of friction being .62. Find also the acceleration produced by such forces after motion, the coefficient of friction then being .5.

IV. 1. Sketch a system of pulleys suited to raise a weight of 200 lb. when the force applied is 40 lb. 2. Describe any experiment you have made to ascertain the mechanical advantage and the efficiency of a screw and state the results obtained.

V. 1. How long will a stone let fall from a certain point take to overtake another let fall a second later and 100' lower down, and through what distance will the first stone fall in the second preceding contact. 2. Find the least velocity with which a particle must be projected so as to have a range of 300' up a plane inclined at  $25^{\circ}$  to the horizon.

VI. Find the time of oscillation of a simple pendulum and the alteration required in the length of a seconds pendulum that loses a minute in a day. Determine the height of a mountain on the summit of which a seconds pendulum loses 10 seconds a day.

VII. A girder weighing 2 tons rests at each end on two packing pieces whose surfaces of contact are inclined at  $30^{\circ}$  to the horizon, the surfaces of contact of the upper piece with the girder and of the lower one with the supporting column being horizontal. The two pieces are driven together by a blow on each of them at its larger end with a body weighing 100 lb. striking with a velocity of 12 feet per second. Find the height through which the girder will be raised after each blow, taking the coefficient of friction to be throughout .4.

VIII. Determine the number of foot pounds accumulated in a flywheel making 20 revolutions per minute and the loss of angular velocity when a portion of the energy stored in it is used to lift a weight of 4500 lbs. through a height of 4 feet. The rim of the flywheel has a mean diameter of 20 feet and weighs 20 tons and the weight of the other portions need not be taken into account.

IX. A body weighing 12 lbs. is attached to a cord 6' in length. If it makes 50 revolutions in 1 minute in a horizontal plane find the tension of the string. If it revolves in a vertical plane find the least velocity it should have at the highest point that it may continue to revolve.

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TUESDAY, 13TH JANUARY, 2 TO 5 P.M.

HYDRODYNAMICS AND HEAT.

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I. The bend of a U shaped tube is filled with mercury of a specific gravity of 13.6. Water is poured into one leg and kerosine oil of a specific gravity of 0.81 into the other. The difference in length between the columns of water and oil is one inch, find the length of the column of water.

II. Describe three methods of determining the specific gravity of liquids and state clearly the advantages of each.

III. A hexagonal prism of tin plate measures one foot across each face. It floats in water, with the axis of the prism level with the surface of the water. Determine the position of the centre of pressure on the ends of the prism.

IV. Define the term "metacentre" and investigate the stability of a floating body by reference to its metacentric height. A timber beam of rectangular cross section of specific gravity 0.75 is 12 inches deep. What is the least breadth it should have in order that it may float in water with the sides vertical.

V. How would you determine the weight of air? Describe the experiment carefully and state what precautions must be taken to obtain an accurate result.

VI. What are the practical difficulties which render water barometers unsuitable for accurate measurements of changes in the atmospheric pressure, apart from the fact that the liquid column is 34 feet long? Describe the construction of an aneroid barometer and show how it can be used for measuring vertical heights. What are the practical limits of accuracy obtainable with a 6 inch aneroid?

VII. Describe the process of exhausting air from incandescent lamps.

VIII. Describe some method of determining the specific heat of a gas at constant pressure. What is the ratio between the specific heat at constant pressure and constant volume, and why is this quantity constant for all so called perfect gases?

IX. A wide mouthed chatty full of hot water is placed on a table in the wind to cool, describe the processes by which heat is lost.

X. How would you prove that heat is a form of energy? Describe in detail one method of determining the mechanical equivalent of heat. Briefly indicate the reasons why an accurate determination of this constant is of great importance.

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WEDNESDAY, 14TH JANUARY, 10 A.M. TO 1 P.M.

GEOMETRICAL DRAWING.

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**Plan A.**

I. The sides of a triangle are 3", 4" and 5" long respectively. Bisect the triangle by a line, (a) parallel, and (b) perpendicular to one of the sides.

II. Draw plan and elevation of a cube,  $2\frac{1}{2}$ " edge, with a long diagonal perpendicular to the horizontal plane.

III. Three equal spheres, 3" diam., fastened together so that each is in contact with the other two, lie on the horizontal plane. A sphere,  $2\frac{1}{2}$ " diam., rests in the hollow formed by the three spheres. Draw plan and elevation of the four spheres in position.

IV. The elevation is given of a wrought iron conical hood formed of three plates. Draw the development of one of the plates. Scale : Quarter full size.

V. A line, 3" long, parallel to and 2" distant from the vertical plane of projection, inclined at  $45^{\circ}$  to and middle point 2" above the horizontal plane, is a diameter of a thin circular disc, the plane of which is inclined at  $60^{\circ}$  to the horizontal. Draw the projections of the disc.

VI. The pitch of a spiral spring, made of  $\frac{1}{2}$ " round iron, is 2" and the outside diameter 4". Draw a length of the spring showing two turns.

VII. The dimensions of a bearing are given on the accompanying sheet. Draw an isometric view. Full size.

WEDNESDAY, 14TH JANUARY, 2 TO 5 P.M.

BUILDING DRAWING I.

**Plan B.**

I. Draw details of a terrace roof for a room 24' 0"  $\times$  18' 0" using the following

Steel girder 12"  $\times$  5"

Joints 5"  $\times$  2" about 1' 6" apart centre to centre.

The surface slope of the roof to be  $\frac{1}{6}$ " per foot and not to be obtained by increasing the thickness of the concrete.

II. A window opening in a brick wall is 3' 0" wide. Draw details showing the head of the opening with (a) a segmental gauged arch, (b) wood lintel, (c) stone lintel.

III. The sketch shows the plan of a framed floor consisting of teak pillars 15"  $\times$  9", binders 9"  $\times$  6", posts 6"  $\times$  2" about 1' 6" apart centre to centre, notched and cogged on the binders, ceiling joists 4"  $\times$  2" notched to the binders, and flooring planks 2" thick secret screwed. Draw (a) a section showing how the binders are jointed with the girder, (b) a section showing how the joists are connected with the binders, (c) detail of joint of flooring boards.

IV. Draw detail showing how the binders are connected with the girder when a rolled steel girder is substituted for the teak girder in question III.

V. A 12"  $\times$  6" steel joist rests on a cast iron column 9" diameter. Draw details of the capital showing method of attaching the joist. What arrangement would you make for expansion?

THURSDAY, 15TH JANUARY, 10 A.M. TO 1 P.M.

MACHINE DRAWING.

**Plan C.**

I. Draw to scale, full size, the projection of a triple threaded screw of 3" pitch. Outside diameter of screw 3", depth of threads  $\frac{3}{8}$ " and thickness  $\frac{1}{2}$ ".

II. A tie rod is 6" wide and  $\frac{3}{8}$ " thick. Design a butt joint with double cover plates. Calculate the efficiency of the joint.

III. A pulley 3 ft. in diameter with a nave 8" long is to be fastened on to a shaft 3" in diameter, by a key. Make a full size drawing of the key and key way. Give the taper of the key and the depth of the key way.

IV. Make a full size drawing of the machine of which a partially dimensioned sketch to scale is given.

## B.E. DEGREE EXAMINATION, 1903.

### Civil and Mechanical Branches.

MONDAY, 12TH JANUARY, 10 A.M. TO 1 P.M.

### GEOMETRY.

I. If  $QV$  is an ordinate to the diameter  $PV$  of a parabola with focus  $S$ , prove that  $QV^2 = 4 SP \cdot PV$ .

If through a point  $O$  in  $PV$ , a chord  $QOQ'$  be drawn and  $QT$ , and  $Q'T'$  be the ordinates to the diameter  $PV$ , prove that  $PO$  is a mean proportional between  $PT$  and  $T'T'$ .

II. 1. Prove that the locus of the intersection of two circles passing respectively through two given points and having their centres at a fixed distance apart on the line joining the given points is an ellipse, and determine what the distance between the centres should be, given (i) the eccentricity, and (ii) the minor axis of the ellipse. 2. Prove that the feet of the perpendiculars  $SY, S'Y'$  from the foci of an ellipse on any tangent are on the auxiliary circle and that  $SY, SY'$  is constant.

III. Prove that the area of the triangle formed by the asymptotes and any tangent to a hyperbola is constant.

Show that the locus of the points dividing the tangents to a hyperbola intercepted between the asymptotes in any fixed ratio is a hyperbola.

IV. Given two conjugate diameters of a central conic, show how to construct the conic.

V. 1.  $ABCD$  is the quadrilateral joining the points  $(x_1, y_1)$ ,  $(x_2, y_2)$ ,  $(x_3, y_3)$  and  $(x_4, y_4)$ . Form the equations of the line cutting  $AB$  and  $CD$  and of the line cutting  $BC$  and  $DA$  in the ratio of  $m$  to  $n$ . Find the co-ordinates of the intersection of the two lines and the ratio in which they cut each other.

2. Show that the area of the triangle formed by the lines  $y = x \tan \theta$ ,  $y = x \tan \phi$  and  $y = x \tan \psi + c$  is

$$\frac{c^2}{2} \frac{\sin(\theta - \phi) \cos^2 \psi}{\sin(\theta - \psi) \sin(\phi - \psi)}.$$

VI. Find the equation to the circle circumscribing the triangle formed by the lines  $x \cos a_1 + y \sin a_1 = p_1$ ;  $x \cos a_2 + y \sin a_2 = p_2$ ; and  $x \cos a_3 + y \sin a_3 = p_3$ .

VII. Form the polar equation of a parabola, the focus being the pole. Also form the polar equation of (i) the chord joining the points  $\alpha, \beta$  on the curve, and (ii) the normal at  $\gamma$ .

VIII. Show that the equation of a tangent to the ellipse  $\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$  can be put in the form  $y = mx + \sqrt{a^2m^2 + b^2}$  and hence deduce the corresponding equation to the tangent of a parabola:

MONDAY, 12TH JANUARY, 2 TO 5 P.M.

### DIFFERENTIAL AND INTEGRAL CALCULUS.

I. From the definition of a differential coefficient find the differential coefficients of  $\tan^{-1}x$ ,  $\log x$  and  $e^x$  and prove the rules for finding the differential coefficients of the quotient of two functions and of the function of a function.

II. 1. Find  $\frac{dy}{dx}$  in each of the following:—

$$(a) y = \log(\sqrt{x+a} + \sqrt{x+b})$$

$$(b) x^m y^n = (x+y)^{m+n}$$

$$(c) y = \sqrt{\sin x} + \sqrt[3]{\sin x} + \sqrt[4]{\sin x} + \dots \text{to } \infty.$$

2. Prove that

$$\frac{1}{\pi^2 - 4x^2} + \frac{1}{9\pi^2 - 4x^2} + \frac{1}{25\pi^2 - 4x^2} + \dots \text{to } \infty = \frac{\tan x}{8x}.$$

III. Expand  $\sin x$  and  $\sin^{-1}x$  in ascending powers of  $x$  to three terms.

IV. State clearly how successive differentiation is necessary to determine the singular values of an expression and find the singular values of  $2x^6 - 6x^4 - 20x^3 + 120x + 21$ .

V. Find the asymptotes to the curve

$$x^3 + x^2y - 6xy^2 - x^2 + 13xy - 12y^3 - 6x + 3y - 10 = 0$$

and trace the curve  $y^4 + 2xy^3 = 4x^3 + x^4$ .

VI. Find from the definition of an integral  $\int_b^a \sin x$  and prove that,

if  $\phi(x)$  is the differential coefficient of  $\psi(x)$ ,  $\int_b^a \phi(x) = \psi(a) - \psi(b)$ .

VII. Integrate with respect to  $x$

$$(i) \frac{2+x^3}{x(1+2x^3)}.$$

$$(iii) \frac{3x-2}{(x-1)(x-2)(x-3)}.$$

$$(ii) \frac{\sqrt{x}-1}{\sqrt[3]{x}-1}.$$

$$(iv) \tan^n x.$$

VIII. Evaluate

$$\int_0^1 \frac{dx}{1+x+x^2}$$

$$\int_0^\pi \frac{dx}{(1-2a\cos x+a^2)(1-2b\cos x+b^2)}$$

$$\int_0^x \frac{dx}{(1+x)\sqrt{x}}.$$

IX. 1. Find the area of the loop of the curve  $y^2 = x^2 \cdot \frac{3-2x}{2x+1}$ .

2. Find the volume of the solid generated by the revolution round a focal chord of length  $l$  of the segment of the parabola  $y^2 = 4ax$  cut off by that chord.

X. Describe any mechanical integrator for computing the moment of a plane about any axis and explain the theory of the instrument.

### B.E. DEGREE EXAMINATION, 1903.

#### Civil Branch.

TUESDAY, 13TH JANUARY, 10 A.M. TO 1 P.M.  
CONSTRUCTION (1).

I. Name the chief constituents of an ordinary clay suitable for brickmaking. How are the properties of the brick affected by the presence in excess or absence of the substances you mention? What are the characteristics of a good brick?

II. What points should be attended to when building brickwork in cement mortar to ensure good work? Would you use the same proportions of sand to cement in work above ground and under water? If not, what proportions in the two cases?

III. Draw up a specification for plasterer's work inside a good class building.

IV. What considerations guide you in the choice of wood and in the determination of a suitable section for beams used in terrace roofs?

V. Give a short account of the causes of, and the provisions generally made against slips in cuttings and embankments.

VI. A brickwork chimney, 40 ft. high, may be assumed of uniform section, 8 ft. external and 5 ft. internal diameter. Taking the wind pressure at 60 lbs. per square foot, investigate the distribution of stress over a section at the base.

VII. Show how you would proceed to investigate, by graphics, the stability of a masonry arch and abutments under given temporary or passing loads.

**TUESDAY, 13TH JANUARY, 2 TO 5 P.M.  
ESTIMATING.**

**Plan D.**

From the accompanying plan estimate the quantity and cost of the following:—

1. Sand in foundation at Rs. 2 per 100 cubic ft. 2.
- Concrete in foundation at Rs. 14 per 100 cubic feet. 3. Brickwork to floor level at Rs. 20 per 100 cubic feet. 4. Brickwork in superstructure at Rs. 22 per 100 cubic feet. 5. Archwork at Rs. 25 per 100 cubic feet. 6. Flooring with Cuddapah slab at Rs. 14 per 100 square feet.

*Note.*—Cuddapah slab is laid through walls to act as damp proof course.

**WEDNESDAY, 14TH JANUARY, 10 A.M. TO 1 P.M.  
CONSTRUCTION (2).**

I. Sketch, and give the dimensions of a centering for a semi-circular brick arch of span 15 ft. and length 30 ft.

II. A retaining wall is to be built of rubble masonry to support a bank of mixed earth, chiefly gravel, the upper surface of which is horizontal. The angle of natural slope of the earth is  $30^\circ$  and it weighs 100 lbs. per cubic foot. The height from the ground level to the top of the wall is 10 ft., the back vertical and the front batter  $1\frac{1}{2}$ " per foot. Design a suitable section showing the foundation.

III. Sketch and dimension a section through a terrace roof of span 30 ft., thickness of wall 2 ft., main girders of steel 12 ft. apart.

IV. What considerations determine the depth to which the foundations of a building should be carried? In putting in the foundation for a large building, thickness of wall at ground level  $2\frac{1}{2}$  ft., a bed of soft clay is met with at a distance of 4 ft. below the surface. What kind of foundation would you suggest?

V. Discuss the design of large masonry dams and explain how you would investigate the stability of any proposed section.

**WEDNESDAY, 14TH JANUARY, 2 TO 5 P.M.  
SURVEYING.**

I. Describe a method for prolonging a line beyond an obstacle with the chain or tape alone, and point out the checks you would employ.

II. Describe, with sketches, some form of Prismatic Compass. For what class of work is it generally employed and why is its use somewhat limited?

III. Explain how, and to what extent, the accuracy of the readings in levelling is affected by the curvature of the earth and

refraction. What precautions would you take in the field to minimise these errors as far as possible.

IV. Distinguish between the permanent and temporary adjustments of a theodolite. How would you proceed to test in the case of a transit theodolite whether (a) the horizontal axis is perpendicular to the vertical axis, (b) the line of collimation is at right angles to the horizontal axis?

V. The two converging lines of a railway, which meet at an inaccessible point, are to be joined by a curve of radius 20 chains. Explain and investigate the method you would adopt for setting out the curve.

VI. What are contours? Describe how, by means of contours, an approximate estimate may be obtained of the volume of earth to be removed for the formation of a cutting.

VII. Give a short account of the preliminary surveys necessary for a railway project.

THURSDAY, 15TH JANUARY, 10 A.M. TO 1 P.M.

**BUILDING DRAWING (1).**

**Plan E.**

The sketch shows, the plan of a residence. Draw, showing necessary doors and other openings, 1. Plan, 2.  $\frac{1}{2}$  front elevation, 3. section on AA.

Foundations 3' 0" deep.

Basement 2' 0" above ground.

Main walls 1' 1 $\frac{1}{2}$ ".

Verandah cross walls 9" thick.

Any convenient scale may be adopted. The roof may be either tile or terrace.

THURSDAY, 15TH JANUARY, 2 TO 5 P.M.

**BUILDING DRAWING (2).**

**Plan F.**

The sketches give details for a girder bridge of 2 spans of 12 feet for a metre gauge railway. Make complete drawings to any convenient scale.

FRIDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

**APPLIED MECHANICS.**

**Plan G.**

I. Fig 1. is an autographic diagram of the test of a piece of steel plate. Explain and criticize the diagram and give your opinion of the quality of the metal and the purposes for which it is best suited.

II. A water tank 15 ft. square and 8 ft. deep is supported by four hollow cast iron columns 16 ft. long and 8 inches in external diameter. The weight of the superstructure and empty tank may be taken as 10 tons; using a factor of safety of 10, what thickness would you allow for the metal of the columns?

III. The above tank may be exposed to a wind pressure of 50 lbs. per square foot. How would this affect the stresses in the columns and what arrangements would you provide for resisting such stresses?

IV. Fig. 2. is the skeleton diagram of a hydraulic swinging crane. Determine the stresses in the various members when lifting a weight of 8 tons.

V. Draw the diagram of maximum bending moments produced by a heavy lorry traversing a bridge of 20 ft. span. The wheels are 5 ft. apart and each axle carries a load of 4 tons.

VI. A retaining wall of trapezoidal section with one face vertical is 3 ft wide at the top and 7 ft. wide at the base and 20 ft. high. Assuming it to be built of masonry weighing 140 lbs. per cubic foot, draw the line of resistance when the vertical side is subjected to the pressure of 18 feet of water against it. If the pressure acted on the other side determine the point in the cross section at which the line of resistance would intersect the base.

VII. Discuss the determination of earth pressure against a retaining wall and illustrate your answer by a practical example.

FRIDAY, 16TH JANUARY, 2 TO 5 P.M.

### HYDRAULIC ENGINEERING.

I. Describe briefly the leading features of either the Godavary or Kistna system of Irrigation, and point out clearly the fundamental differences between such systems and those which have been constructed in the Nellore and Tinnevelly Districts from the rivers Pennar and Tambraparni respectively.

II. From an irrigation engineer's point of view, describe the course of one of the large rivers in the Madras Presidency, and point out the probable directions in which, it is likely that in the future, it will be possible to construct works for the utilization of a much larger proportion of the annual discharge.

III. Write a short account of the Periyar Project.

IV. Design a lock weir to pass a maximum discharge of 200 c. ft. per second over a fall of 6 ft. It may be assumed that the weir is built upon a platform of concrete 4 ft. thick.

V. What are the advantages of wide sluices? Describe with sketches either Stoney's patent sluice or those designed by Col. Smart for the Cauvery regulation works.

VI. A channel carrying 30 c. ft. per second has to be carried across a sandy nullah, the bed of which is 150 ft. wide and 15 feet below F.S.L. in the channel. The maximum depth of the floods passing down the nullah is 10 ft. and the highest recorded velocity

of the water 18 feet per second. The banks of the nullah on both sides are of rock and the average depth of sand in the bed of the river is but a few feet, whilst in places the rock rises above the bed of the river. Make a longitudinal section of the arrangements you would propose for crossing the nullah and state the area of the water way you would provide, assuming that the loss of head is not to exceed 1' 6".

VII. The water supply of a town is derived from wells sunk in the bed of a river down which there is a permanent underground flow of probably three times the quantity of water actually required. The river bed is about 400 yards wide and composed of sand to a great depth. The supply of water required for the town is 500,000 gallons per day. Briefly describe how you would extract this quantity of water and what provision you would make for lifting the water against a head of 100 ft.

VIII. Discuss the question of the size of water mains with a view to obtaining the most economical result balancing the cost of a larger section of main against diminished pumping charges.

IX. Describe how you would lay out a sewage farm on a waste sandy tract about 3 miles from the town. The volume of sewage to be dealt with averaging 200,000 gallons per day and the farm being entirely devoted to growing grass. The farm may be assumed to be about 10 feet above the level of the town and 25 feet above the sump into which the sewage is collected.

## B.E. DEGREE EXAMINATION, 1903.

### Mechanical Branch.

TUESDAY, 13TH JANUARY, 10 A.M. TO 1 P.M.

### PRINCIPLES OF MECHANISM.

I. What is a "limit" gauge? A large number of spindles or rods have to be turned accurately one inch in diameter. Make a sketch of a suitable limit gauge and state in thousandths of an inch the dimensions between the jaws of the "to fit" and "not to fit" parts of the gauge.

II. A hydraulic crane is supplied with water at a pressure of 750 lbs. per square inch. Assuming that the efficiency of the crane is 55 per cent. what quantity of water will be used to lift a weight of 5 tons 10 feet?

III. The rim of the fly wheel of a tile press weighs 700 lbs. and if at the instant the blow is struck the velocity of the rim is 10 feet per second, find the average pressure exerted when the amount of compression produced in the tile is  $\frac{1}{6}$ th of an inch.

IV. You are required to cut a left handed screw of  $3\frac{1}{2}$  threads to the inch in a lathe fitted with a right handed leading screw of  $\frac{1}{2}$  inch pitch. Explain clearly how you would do it and indicate the number of teeth in each change wheel that you would employ.

V. Describe how the stroke of the table of a planing machine can be varied to suit the work being cut and explain how the motion of the table is reversed. Show by sketches the method of varying the rate of traverse of the tool box.

VI. Distinguish between an absorption and transmission dynamometer. Describe, with sketches, the arrangements you would adopt to measure the brake horse power of a small portable steam engine.

VII. You are required to ascertain the power taken by a single machine doing steady work. How would you proceed to do this (1) by means of a transmission dynamometer, (2) on the assumption that electric energy is available, (3) by any other method you know of.

VIII. What is a "Pulsometer"? Make a vertical cross section of one and describe the working cycle. What are the principal advantages of this water lift and what is the main disadvantage?

IX. Sketch a form of pump suitable for use with an air motor and explain how with a single acting pump the same quantity of water may be delivered during both the up and the down stroke.

X. Show clearly by sketches the arrangements provided in a lathe for resisting the thrust of the mandril; in a drilling machine for resisting the upward pressure of the drill; in a steamer for transmitting the thrust of the screw to the frames of the ship. Sketch also a suitable form of bearing for the pivot of a small turbine and describe how you would provide for the lubrication of the same.

XI. Explain by means of sketches the mechanism employed to work the striking gear of a clock.

TUESDAY, 13TH JANUARY, 2 TO 5 P.M.

MACHINE DRAWING (1).

**- Plan H.**

The chief dimensions of the shell of a Lancashire Boiler, for a working pressure 110 lbs. per sq. inch, are given on the accompanying sheet.

I. Make, on a suitable scale, detailed drawings of

(a) Double rivetted lap circumferential seam;

(b) Double rivetted butt longitudinal seam;

(c) Middle gusset stay, showing attachment to shell.

II. Give an estimate of the materials required for the outer shell, end plates and staying.

WEDNESDAY, 14TH JANUARY, 10 A.M. TO 1 P.M.  
MACHINE DRAWING (2).

Design a single purchase crab winch to lift 1 ton. Diameter of drum 9"; number of teeth on pinion and wheel 9 and 63 respectively; diameter of pinion 4". Any convenient scale may be adopted.

WEDNESDAY, 14TH JANUARY, 2 TO 5 P.M.  
STEAM AND THE STEAM ENGINE.

I. Describe by what experiments in a laboratory you would determine the heating value of a sample of coal. How do the results obtained by calculations based on chemical analysis usually differ from those derived from experiments in a suitable calorimeter?

II. A sample of coal costing Rs. 13 per ton has a heating value of 7,200 pound centigrade degree units; what should be the equivalent price of Petroleum refuse capable of evolving 11,500 heat units? Supposing the latter material were available at Rs. 22 per ton, discuss the advisability of using liquid fuel in place of coal in a boiler that is only required for intermittent work.

III. In some experiments on a marine boiler coal of the following composition was used

|                   |       |                                           |
|-------------------|-------|-------------------------------------------|
| C.                | 71.89 | Calorific value 13280 F.<br>thermal units |
| H.                | 5.42  |                                           |
| OH <sub>2</sub> . | 4.25  |                                           |
| Ash.              | 4.08  |                                           |
| N. S. & O etc.    | 14.36 |                                           |

The analysis of the furnace gases yielded the following results by weight.

|                 |       |               |       |                             |
|-----------------|-------|---------------|-------|-----------------------------|
| CO <sub>2</sub> | 18.17 | specific heat | 0.217 | Heat of combustion of       |
| CO.             | 0.75  | "             | 0.245 | C.O. 4370 F. thermal units. |
| O.              | 5.71  | "             | 0.218 |                             |
| N.              | 75.37 | "             | 0.244 |                             |

How many pounds of air were admitted into the furnace per lb. of coal burned? Also given that the temperature of the air was 55° F. and the temperature of the gases escaping from the boiler was 835° F. what percentage of the calorific value of the fuel was rejected in the waste gases?

IV. In a non-condensing steam engine working with steam at 120 lbs. pressure and at a temperature of 349° F., the steam is exhausted at a pressure of 5 lbs. per sq. inch above the atmospheric pressure and at a temperature of 227° F. The consumption of coal of a calorific value of 14,600 F. thermal units is 4 lbs. per I. H. P. per hour. What percentage of the energy of the coal is converted into work and what is the efficiency of the engine compared with that of a perfect heat engine working between the same temperatures?

V. Sketch a simple D slide valve in position at the beginning of the stroke of an engine, and explain by it the meaning of the terms outside lap, inside lap, lead of valve and angle of advance of the eccentric.

VI. Make a longitudinal and also a transverse section of a Lancashire boiler with its brickwork settings.

VII. Sketch in section a non-return valve suitable for the feed water pipe of a boiler. Where and at what level is such a valve placed on the boiler? State the reasons for selecting such a position.

VIII. Explain fully the functions of a condenser. Sketch a suitable form of air pump and state why the work of driving the air pump is but a small fraction of the gain of power due to its employment.

IX. Describe with sketches how a governor may control the speed of an engine through a variable expansion gear.

X. Describe in detail the process of getting up steam in a portable engine. What precautions must be taken on starting the engine to work?

XI. Describe with sketches one of the following:—

(1) An injector.

(2) A direct acting steam pump.

(3) A small Worthington pumping engine.

THURSDAY, 15TH JANUARY, 10 A.M. TO 1 P.M.

MACHINE CONSTRUCTION (1).

I. A cylinder cover is to be secured to a cylinder by  $\frac{3}{4}$ " studs; what would be the diameter of the holes you would drill in the cylinder flange? Describe how you would screw the studs tightly in place and how you would remove them if required to do so.

II. A sluice shutter 6 ft. wide and subjected to a maximum head of 8 ft. of water is to be lifted by screw gearing. Make dimensioned pencil sketches of the arrangement you would employ. Draw a half elevation and half section of the capstan nut and a plan showing the dimensions of the bearing plates.

III. You are provided with a lathe fitted with a slide rest worked by a self acting feed motion, and required to turn a spindle 2 ft. long and 2" in diameter. After taking a rough cut you find that the work is tapering from  $2\frac{1}{16}$ " diameter at one end to  $2\frac{1}{8}$ " diameter at the other. What is the matter, and how would you adjust the lathe to finish the work accurately?

IV. Make a vertical section through a stop valve suitable for use on a steam boiler. The valve should be of the single seat type and operated by a hand wheel fixed to a screwed spindle which passes through a stuffing box on the valve casing. Indicate the metal of which each part would be made.

V. Make dimensioned sketches of a manhole and cover suitable for a cylindrical boiler 8 ft. in diameter, the steam pressure being

100 lbs. per square inch. Estimate the stress on the bolts which secure the cover.

VI. A heavy machine rests on a cast iron base supported by a mass of concrete 4 ft. thick. The holes for the foundation bolts are at the corners of a rectangle 3' 6" wide and 5 ft. long. Make a vertical section through the concrete showing the holding down bolts in position and describe how you would fix them securely in their proper place.

VII. What are the various ways in which a screwed bolt and nut may yield to the forces to which they are subjected? For what purpose are lock nuts employed? Explain how they act.

THURSDAY, 15TH JANUARY, 2 TO 5 P.M.

MACHINE CONSTRUCTION (2).

I. Water is to be pumped from a well by means of an oil engine and a centrifugal pump. The diameter of the well is 20 ft. and the depth to the surface of the water fluctuates between 25 and 30 ft. Show by sketches the way in which you would fix the pump in the well and the arrangements you would adopt for driving the pump. The engine may be assumed to run 200 revolutions per minute and the pump at 1400 revolutions per minute.

II. Assuming that the inflow into the well is 259,200 gallons per day when the lift is 30 ft. what will be the H.P. in the water lifted and what should be the Brake Horse Power of the Engine, when a proper allowance is made for the loss of power in the gearing and the percentage of efficiency of the pump?

III. Explain how you would put up the wall brackets and adjust the plummer blocks for a line of shafting 100 ft. long. Make a sketch of a suitable form of wall bracket.

IV. Describe with sketches a Pelton water wheel. Ten cubic feet of water per second under a head of 200 ft. is available. Calculate the diameter and speed of a suitable Pelton wheel to utilize the same and state what number of effective horse power would be developed.

V. Give sketches and explain the working of a hydraulic ram by which a small quantity of water may be lifted to a considerable height by the energy derived from a larger quantity of water falling a smaller distance.

VI. In a large fly wheel sketch the joints (1) between the segments of the rim, (2) between the arms and the rim, (3) between the arms and the nave. How is the nave usually keyed to the shaft and what means are employed to secure coincidence between the centre of gravity of the wheel and the centre of rotation of the shaft?

VII. Draw a cross section through the hub of a carriage wheel and show clearly how side play on the axle is prevented. Compare the arrangement with that usually employed on common carts and explain the advantages of both methods of construction.

**FRIDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.**  
**APPLIED MECHANICS (1).**

I. When a specimen is tested in compression, there are often shown indications of shear having taken place over certain planes. Explain clearly what happens, and obtain a value for the shearing stress in terms of the direct stress.

II. Give a short account of the behaviour of mild steel, wrought iron and cast iron, when tested in torsion. A specimen of mild steel,  $1\frac{1}{2}$ " diameter, gave on a length of 10" a total angle of torsion  $0.114$  radian for a twisting moment of 3 tons-inch. Calculate the value of the Modulus of Rigidity.

III. State, and discuss the relation between the Bending Moment and Shearing Force in a loaded beam. A beam, 20 ft. span, has a distributed load of  $\frac{1}{2}$  ton per foot run over the segment between the points 5 ft. and 9 ft. from the left hand support. Draw the Bending Moment and Shearing Force Diagrams, and determine the point where the Bending Moment is a maximum.

IV. Prove that, in the case of a beam of uniform section, if a concentrated load is placed at a point, which divides the span into unequal segments of lengths  $a$  and  $b$  respectively, the deflection is a maximum at a point in the longer segment  $a$ , distant  $\sqrt{\frac{1}{3}a(2b+a)}$  from the support.

V. Define the terms Moment of Inertia and Radius of Gyration. A pair of wheels and axle weighing  $1\frac{1}{2}$  tons, outside diameter of wheel 4 ft., radius of gyration of combined mass 21", run away down a gradient 1 in 50 and 400 yds. long. Assuming the resistance parallel to the rails on an average 10 lbs. per ton, calculate the speed when they reach the bottom of the incline.

VI. Distinguish between a Structure and a Machine. Show how the mechanisms of the ordinary direct acting and oscillating engines are derived from the same fundamental chain.

**FRIDAY, 16TH JANUARY, 2 TO 5 P.M.**  
**APPLIED MECHANICS (2)**

I. The ends of a T iron strut,  $4'' \times 4'' \times \frac{1}{2}''$  and 5 ft. long are connected to the other members of a structure by pin joints. What is the maximum load this unsupported length will bear?

II. A wrought iron shaft, 3" diameter and supported at intervals of 10 ft. transmits 40 H.P. at 120 revolutions per minute. Taking the distributed load due to the weight of the shaft and pulleys and pull of belts at 80 lbs. per foot, calculate the maximum stress in the material of the shaft.

III. To what extent is the ordinary practice of neglecting the deflection due to shear justified in the case of built up girders and rolled joists? Calculate the deflection at the end of a teak beam,

8 ft. long, 3" by 6" deep, placed as a cantilever with a concentrated load of 500 lbs. at the extremity.

[Modulus of transverse elasticity :—700 tons per sq. inch.]

IV. Why is it necessary to elevate the outer above the inner rail on a railway curve? Calculate approximately the cant for a 20 chain curve, 5' 6" gauge, speed 50 miles per hour.

V. Investigate an expression for the acceleration of the piston in a direct acting engine. The cylinders of a locomotive are 18" diameter, stroke 2 ft., length of connecting rod 5'-11" and diameter of driving wheel 7'-0". Determine the equivalent steam pressure at the dead points due to inertia of piston, rod and crosshead, mass 400 lbs., for a speed of 60 miles per hour.

VI. State and prove the conditions of equilibrium, with reference to graphical methods, of any number of forces acting in one plane.

SATURDAY, 17TH JANUARY, 2 TO 5 P.M.

MACHINE DRAWING (4).

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Make complete drawings from the sketches you made in the examination held this morning.





